

**2022-2025 Instructional Technology Plan - 2021**

I. District LEA Information

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Page Last Modified: 03/08/2022

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

Alison Offerman-Celentano

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

Assistant Superintendent

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](mailto: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 mission of our Island Park Public Schools is to provide all students with equal opportunities to achieve academic excellence, social awareness, and physical fitness in a nurturing environment created through collaboration and support of staff and parents in the tradition of Island Park as a caring community. We will enable students to develop the capacity to function as lifelong learners and good citizens who possess positive self-image, commitment to personal excellence, and respect and tolerance for individual differences. Students will become contributing members of society as critical thinkers and compassionate citizens prepared to face the challenges of this rapidly changing world.

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

The Island Park UFSD vision for instructional technology is to inspire and prepare students to be life-long learners who are discerning consumers of information, steeped in knowledge and skilled in its application. This can be achieved through equitable access to technology which the district achieved during the COVID-19 pandemic, through quality pedagogy which is supported by ongoing professional learning, and by utilizing technology not as an end in itself but as a means to an end. Our students deserve a relevant, modern and customized education taught by professionals who use research-based strategies that help them acquire the necessary skills to be successful in the 21st century and in a global economy. In the Island Park UFSD, we believe technology should build on good teaching and learning, strengthen existing curricula, and enhance lessons to engage students in authentic learning opportunities. We also believe that embedded in all technology use comes a responsibility to our global world to be a contributing, positive digital citizen. This vision supports our district's mission that each student will become a critical thinker, a lifelong learner and a responsible contributing citizen in a changing global society. In order to prepare our students to be college and career ready, globally competitive, and engaged citizens, we understand the importance of providing our students with rich learning experiences that are consistent with 21st century competencies. Thus, teachers will focus on developing lessons and activities that foster critical thinking, complex problem solving, and collaboration through the integration of multimedia communication tools into the teaching of traditional academic core subjects. The Island Park UFSD is intent on creating a culture that uses technology for creativity, innovation, collaboration, and understanding for the purpose of acceptance of various cultures and beliefs in a diverse democracy. Beyond this, the district is focused on developing digital citizens where students, teachers, employees, and parents are educated on how to use technological resources responsibly. We have modeled our technology plan after the Statewide Learning Technology Plan to mirror these specific goals outlined within:

1. Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning,
2. Provide technology enhanced, culturally- and linguistically-responsive environments to support teaching and learning, and
3. Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.

The Island Park UFSD also aligned our vision with that included in our District Three-Year Strategic Plan, which is guided by the following vision statements:

1. To recognize the uniqueness of each individual in a developmentally and culturally responsive context which promotes Equity, Access and Diversity and enables ALL students to thrive academically, socially, and emotionally.
2. To prepare each learner to succeed in a global setting by providing our students with comprehensive inquiry-based learning opportunities grounded in collaboration, communication, innovation, and creativity where students think critically and can demonstrate their mastery in a variety of ways.
3. To create a welcoming and engaging climate with strong relationships and communication between families and staff to support student achievement, social and emotional well-being, and school success.
4. To actively promote Social and Emotional Learning in fostering students' self awareness, self-management skills, social awareness, relationship skills, and responsible decision-making.

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

The Technology Plan is the result of collaboration among representative constituencies in the community. The planning process began in the 2020-2021 school year with the formation of community-based councils who met four times for a total of ten hours to engage in work to create our three-year strategic plan with a focus on four areas: Access and Equity/Achievement for all Students, 21st Century Learning/Preparing our Students to be College and Career Ready, Engage all Stakeholders in the Learning Community, and Social and Emotional Learning. Each community-based council had representatives from the teaching staff including ENL teachers, general education teachers, special education teachers, library media specialists and technology teachers, administrators, Board of Education trustees, and parents/guardians. Using the four strategic areas as a guide, the district technology committee met several times during the 2021-2022 school year. The committee members, which included representatives from the administration, teaching staff, the IT staff, parents, and Board members, contributed their ideas to help draft the goals for this plan along with recommendations for action steps to meet those goals; others in the community provided input at PTA meetings, site-based management meetings, and in informal conversations with Committee members. Faculty members and administrators worked with the library director and staff of the Island Park Public Library to coordinate planning and educational programs involving the use of educational technology in the community and between the community and the schools. Technical expertise was provided by our Information Technology Specialist III with support provided through Nassau BOCES; together they assisted with short- and long-range planning as well as management of the district's local and wide area networks. The current technology plan (2022 -2025) was reviewed by select members of the same representative groups, Board of Education, teachers, administrators, parents, and Nassau BOCES.

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

In the past, the district instructional technology plan was built in the absence of a district strategic plan. This is the main difference from previous years as our adopted three-year strategic plan served as the cornerstone for this work. The planning committee examined the three goals from the previous plan as listed below as the first step towards building this new three year instructional technology plan: Goal #1: Provide continuous professional development to effectively ensure that our Pre K - 8 teachers and staff members make the most of new technologies, instructional software, educational applications, and programs to enrich classroom instruction and enhance learning. Goal #2: Expand curriculum and instruction opportunities for STEM (Science, Technology, Engineering and Mathematics) across all grades, Pre K- Grade 8, to effectively ensure that students are engaged in college and career learning experiences that promote critical thinking skills, innovation, and creative approaches to problem solving. Goal #3: Continue to expand our 1:1 Chromebook initiative by providing devices on a per student and per classroom basis in the middle school while providing additional iPads at the elementary school to effectively ensure equitable access to all students to access, gather, critically assess, and present information and ideas in various ways. Goal #3 was met during the pandemic when the district purchased a 1:1 computing device (iPads for our PreK-Grade 2 students; Chromebooks for our Grade 3-8 students) and all students were using their devices daily to engage in learning. Students quickly learned how to access, gather, critically assess and present ideas and information in various ways as they learned in either a hybrid model or a remote instruction model for the 2020-2021 school year. Goal #2 was met as we revised our entire CTE curriculum and chose curriculum materials that were supported by technology applications in CTE, Mathematics, and Science. Our students utilized software and cloud-based applications to enhance their learning experiences and our teachers were provided with the training so that they could support technology usage in their classrooms while implementing the various curricula. This was identified by committee members own reports of curricula implementation as well as direct observational data over the past four years. It was determined that the portion of this goal that focused on 21st century soft skills would be carried over into this plan as many of our students lost their ability to collaborate and communicate effectively as a direct result of pandemic-imposed restrictions such as remote/hybrid learning, and social distancing. The committee felt strongly based on their direct observations of students that we needed to continue our work in these areas and to include critical thinking and creativity which often result directly from effective collaboration and communication. The planning committee determined that because technology and the various applications used to augment and support teaching and learning change so rapidly, it was important to revise goal #1 so that professional development remained a key component of our new plan. While they unanimously reported successful application of professional learning that took place in the areas of technology, they remain committed to bringing the latest applications to our teachers and students so that we ensured our students exited the district as prepared 21st century lifelong learners.

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

In response to the COVID-19 pandemic, the district moved quickly in the Spring of 2020 to provide each student with a 1:1 computing device (iPads for our PreK-Grade 2 students; Chromebooks for our Grade 3-8 students). Families that did not have access to WiFi were provided a hot spot so that they could have reliable connectivity and access to the Internet. This relates directly to Goal #3 from our 2018-2021 Instructional Technology Plan and our current device deployment surpasses that goal by ensuring that every student has a device. Additionally, we are able to move beyond the goals of our previous plan as there was extensive teacher training that took place during Spring, Summer, and Fall of 2020 as well as the Winter and Spring of 2021 to empower our teachers to provide hybrid and/or remote instruction as we slowly brought back all of our students to full in-person instruction during the 2020-2021 school year. During the Spring and Summer of 2020, the district provided training for teachers and administrators on the use of Google Classroom, Google apps for education such as docs, sheets, and slides, as well as other programs such as Nearpod, Edpuzzle, and iReady. In the 2020-2021 school year, we had training on the use of Flipgrid, Digital Breakout (Escape) Rooms, and Padlet. Teachers were also continually exposed to the uses of Google Jamboard, Google Slides, Nearpod, and other programs as they were embedded in other pedagogically-oriented professional development learning that was offered throughout the school year. In the 2021-2022 school year, we provided additional iReady and IXL training, with a focus on how those programs could enhance teaching and learning to bring our students forward in their use of technology and to build and nurture their critical thinking and problem-solving skills. Therefore, our current plan goals are able to build upon those two major changes that took place with great speed during the pandemic to bring our students even further along in their ability to become technologically proficient 21st-century learners.

**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.**

The Island Park UFSD Professional Development Plan (PDP) embraces the belief that the teacher is the most important influence in a student's learning experience. Just as differentiation is important to meet students' learning needs, differentiated professional development is important to meet teachers' learning and instructional needs to provide the highest quality experience daily for all students. In addition, the District's 2021-2024 Strategic Plan includes a clear professional learning plan with both short and long-term goals to advance 21st Century teaching and learning. The plan includes the administration and analysis of an annual survey to determine teacher strengths and areas of growth to develop a menu of professional development options that are designed to meet teacher needs that align with New York State Education Department Regulations as well as District goals. This survey is used to determine what professional development opportunities are planned and offered to teachers during the summer and throughout the school year. The district subscribes to and utilizes the Frontline Professional Learning (formerly MLP) online tool to manage professional development content and activities. The catalog contains the learning opportunities offered by all of the local BOCES agencies off-site, and administrators can add professional development workshops to the District catalog to be delivered on-site including but not limited to trainings, webinars, seminars and on-demand videos. The platform enables administrators to approve workshops and monitor important data like class rosters and attendance. Credits, course evaluations and mentoring logs are documented and tracked. The Island Park UFSD PDP acknowledges the need to coordinate our professional development activities with the New York State Education Department's standards, including but not limited to: the Next Generation Learning Standards for ELA and Mathematics, the New York State Science Learning Standards, the New York State Social Studies Framework, the Computer Science and Digital Fluency standards, Continuing Teacher and Leader Education (CTLE) Requirements for Classroom Teachers and School Leaders (2017); the Professional Standards for Educational Leaders (2015); the NEA's Standards for Professional Learning (2011), and the International Society for Technology in Education (ISTE) Standards for Educators and Students (2017). Additionally, the PDP includes recommendations that professional development initiatives are aligned with students' needs from multiple sources of student achievement data, including results of local formative and summative assessments, research-based instructional strategies, and recognized best-practices. The PDP includes strategies/activities for improving the quality of teaching and learning throughout the District. Our recently completed survey identified the following areas for ongoing professional development, all of which focused on developing and using technology skills for teaching and learning:

- Fostering collaboration digitally among students/Digital tools for subject-specific discourse
- Nearpod
- iReady
- Edpuzzle
- Academic math games
- Frontline
- Tools to create digital assessments
- Screencastify training
- Google account organization
- Gamification of lessons
- Flipgrid (specifically applications in music classes) training
- Accessing e-books
- Google apps for education
- Smartboard training
- Geogebra training
- Student app development
- Using technology to meet the needs of ENL students
- Using technology to meet the needs of Students with Disabilities
- SoundTrap training
- Managing students while on their chromebooks
- IXL training
- Embedding audio and video into work
- Apps for social studies classrooms
- Digital books
- Floccabulary training
- Creating a Bitmoji classroom
- Desmos training
- BlooKet training
- Troubleshooting techniques for iPads and Chromebooks / troubleshooting technology issues
- Padlet training

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The District builds local capacity of teachers and administrators in ways consistent with the NYSED guidelines for CTLE approved sponsors. These include but are not limited to:

- Collaborating to examine case studies and portfolios of student work and development as part of an approved activity;
- Participating in courses and other learning opportunities delivered from many providers, such as institutions of higher education, teacher centers, BOCES, school districts and independent professional development service providers;
- Coursework linked to improvement of instructional technique or content knowledge, which may or may not be in pursuit of a teaching or advanced teaching degree;
- Coursework for more advanced certification;
- Curriculum planning and development;
- Participating in formal programs of peer mentoring;
- Participating in Professional Development activities and district activities;
- Serving on professional learning community teams and other school leadership activities or committees.

The effectiveness of the Professional Development Plan will be determined using the following factors: 1) The number of teachers who sign up for courses designed to address areas of need identified by the teachers through the annual survey. 2) The frequency that observers witness the new pedagogical approaches introduced in professional development courses in the classroom formatively and qualitatively through walkthroughs and quantitatively through the documentation in formal observations. 3) A yearly quantitative analysis of benchmarking testing data to determine if student growth has occurred in areas that are directly related to professional development opportunities offered to teachers.

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

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

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

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**2022-2025 Instructional Technology Plan - 2021****IV. Action Plan - Goal 1**

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**1. Enter Goal 1 below:**

Provide continuous professional development to align technology use with student-centered, inquiry-based autonomous learning environments with a focus on digital fluency with technology by exposure to a diversity of tools to develop computer science skills and digital literacy.

**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.**

- |                                                                                                          |                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input 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 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 checked="" 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



**2022-2025 Instructional Technology Plan - 2021**

## IV. Action Plan - Goal 1

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

Each professional development session offered to teachers requires a feedback/evaluation form to be completed by each participant. After each workshop offering, the Superintendent, Assistant Superintendent, and the instructor will review the feedback and use this data to inform planning of future workshops. The Technology Committee, comprised of teachers and other stakeholders, will meet at least twice (2) annually to measure and evaluate the progress of our Instructional Technology Plan and goals attainment. We will use a second online district-created survey (in addition to the PD survey) with a Likert scale to gather information and data from key teachers and administrators to evaluate the needs and progress of our instructional initiatives. Online tools such as Survey Monkey and Google Forms will be used. Items will be categorized according to the seven areas identified by the ISTE Standards for Educators. They are: Learner, Leader, Citizen, Collaborator, Designer, Facilitator, and Analyst. Our goal is to measure how the professional learning teachers and administrators experience in their school and district-wide effectively uses technology while aligned with the attributes known to improve teaching practice and student achievement. Summary reports of the data will be reviewed in PLC, faculty, and district-wide meetings for the purpose of informing instruction and improving achievement. In addition, the District-Level Instructional Team (Professional Learning Community-PLC) will meet monthly to monitor the progress of all instructional goals and report back to building-level, grade and content area teams—also known as building PLCs. Furthermore, district administrators will evaluate teaching and learning using the Marzano Teacher Evaluation Rubric during classroom visits and observations. This data is collected via the Proficiency Scale Database for each of 60 items identified. We will continue to report annually on the percent of teachers demonstrating proficiency and innovative mastery skills related to best practices in each of the four Marzano Domains as well as the percent of students who demonstrate achievement of the desired effect of the target item, especially with respect to Domain I, Classroom Strategies and Behaviors. The Marzano rubric is used as the foundation of the district's mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners. We will know the goal has been accomplished through analysis of workshop feedback and ultimately, by direct observation of the practices introduced in the workshop being used in our classrooms. The administration conduct frequent walkthroughs and directly observes each teacher a minimum of twice per year formally. The administration meets weekly and an analysis of our observations will be ongoing to determine if the goal has been accomplished.

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	Collaboration	Conduct instructional technology meetings coupled with meetings with individual stakeholder groups such as PTA, site-based management, Board of Education, and formal conversations with faculty and administrators to determine the interests and needs for professional development opportunities. The	Assistant Superintendent	N/A	06/30/2025	0

**2022-2025 Instructional Technology Plan - 2021**

## 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
		progress towards achieving this goal that will be repeated annually is to document the feedback received by the stakeholder groups and do a qualitative analysis to determine if that feedback meets with the planned professional learning for that year or subsequent years.				
Action Step 2	Planning	The Superintendent and the Assistant Superintendent will analyze the results of the annual needs assessment and plan to provide ongoing professional development based upon the results. A qualitative analysis will be conducted at the end of each school year by the administration to determine if the needs of the staff were met based on the annual survey and the actual courses that were offered.	Assistant Superintendent	N/A	06/30/2025	0
Action Step 3	Professional Development	The district will provide faculty with ongoing, robust and actionable professional development opportunities through district-sponsored courses, model schools workshops, out-of-district courses through BOCES and	Assistant Superintendent	N/A	06/30/2025	40,000

**2022-2025 Instructional Technology Plan - 2021**

## 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
		other providers and attendance at conferences. The success of this goal will be determined by the number of teachers who sign up for the professional development workshops offered and a quantitative analysis will be done to determine which level of teachers (ex. K-2, 3-5, etc.) have signed up for the courses and what evidence of the learning was directly observed in their classrooms via informal walkthroughs and formal observations by administration.				
Action Step 4	Curriculum	The district will continue to seek out and implement curricula that provides our students with inquiry-based, student-centered instruction and learning experiences in all subject areas. The evaluation of the curricula and implementation will be done through collaborative efforts with the administration and faculty. The success of this goal will be measured by the curriculum work produced by faculty each summer and qualitatively analyzed	Assistant Superintendent	N/A	06/30/2025	250,000

**2022-2025 Instructional Technology Plan - 2021**

## 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
		to determine if it aligns with the professional development vision of the staff and administration.				

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

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

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**2022-2025 Instructional Technology Plan - 2021**

## IV. Action Plan - Goal 2

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**1. Enter Goal 2 below:**

Use technology to support student achievement and engagement by integrating 21st century skills into teaching and learning with the goal of bolstering student's creativity, ability to communicate effectively, collaborate and think critically so as to develop globally minded citizens who are discerning consumers of information.

**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.**

- |                                                                                                          |                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input 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 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 checked="" 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

**2022-2025 Instructional Technology Plan - 2021**

## IV. Action Plan - Goal 2

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

Student work will be continually analyzed by teachers to determine growth in the areas of creativity, communication, collaboration and critical thinking. Teachers and administrators will utilize a rubric that aligns to the four 21st century soft skills to analyze work in those areas. Using a rubric will standardize the analysis within and across grade levels so that all teachers are examining work through a common, age-appropriate lens. Said work will be brought to grade level and team meetings for comparative analysis which will then be shared with the building principal who will bring this analysis to the Assistant Superintendent and Superintendent. This data will be used to adjust the approach in classrooms at the lesson level to promote growth in soft skills with the use of technology applications such as Soundtrap, Jamboard, Google Slides, Padlet, Nearpod, Edpuzzle, Google Classroom, Google Music Lab, (stop motion greeting cards), to name a few. A 21st Century Skills committee will be formed to audit existing curricula for the inclusion of 21st Century skills, inquiry-based learning, and student-centered activities and the recommendations will be formally integrated into existing curricula. Student work that highlights 21st Century skills will be made available for viewing by district families and their feedback will be gathered and evaluated. The Technology Committee, comprised of teachers and other stakeholders, will meet at least twice (2) annually to measure and evaluate the progress of our Instructional Technology Plan and goals attainment. We will use a second online district-created survey (in addition to the PD survey) with a Likert scale to gather information and data from key teachers and administrators to evaluate the needs and progress of our instructional initiatives. Online tools such as Survey Monkey and Google Forms will be used. Items will be categorized according to the seven areas identified by the ISTE Standards for Educators. They are: Learner, Leader, Citizen, Collaborator, Designer, Facilitator, and Analyst. In addition, the District-Level Instructional Team (Professional Learning Community-PLC) will meet monthly to monitor the progress of all instructional goals and report back to building-level, grade and content area teams—also known as building PLCs. Furthermore, district administrators will evaluate teaching and learning using the Marzano Teacher Evaluation Rubric during classroom visits and observations. This data is collected via the Proficiency Scale Database for each of 60 items identified. We will continue to report annually on the percent of teachers demonstrating proficiency and innovative mastery skills related to best practices in each of the four Marzano Domains as well as the percent of students who demonstrate achievement of the desired effect of the target item, especially with respect to Domain I, Classroom Strategies and Behaviors. The Marzano rubric is used as the foundation of the district's mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners. We will know the goal has been accomplished through qualitative analysis of teacher feedback on student work using the 21st century rubric and ultimately, by direct observation of the practices introduced in workshops being used in our classrooms. The administration conducts frequent walkthroughs and directly observes each teacher a minimum of twice per year formally. This is another form of qualitative feedback as we use the Marzano rubric which includes aspects of 21st century soft skills and the use of technology within. The administration meets weekly and a qualitative analysis of our observations will be ongoing to determine if the goal has been accomplished.

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	The analysis of student work at grade level/team meetings will take place on a regular basis to evaluate the use of technology applications to promote student growth in the areas of critical thinking,	Assistant Superintendent	N/A	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
		creativity, communication, and collaboration. These analyses will be shared with the building and district level administration to inform future steps with lesson level integration of technology to promote 21st century skills. A common rubric will be developed and modified to be age-appropriate to ensure a common language across the district. Our PLC teams meet one day out of every four day cycle and our district PLC team meets monthly. During this collaborative time, discussions will take place about advancement of students' soft skills and the application at various grade levels and subject areas. Teams will share this anecdotal data and use it to articulate a vision for instruction of 21st century skills that incorporate technology from grades Pre-K through Grade 8.				
Action Step 2	Professional Development	Robust, actionable and ongoing professional learning opportunities will be provided to staff in the areas of inquiry-based, student-centered instruction utilizing	Assistant Superintendent	N/A	06/30/2025	45,000

**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
		technology tools to promote the development of 21st century skills in all students. A yearly analysis by administration of our professional development offerings to determine alignment with our goal of providing student-centered, inquiry-based experiences for our students will occur. This will be a qualitative analysis.				
Action Step 3	Curriculum	Lessons at all grade levels and in all subject areas will be created by the teachers in conjunction with the library media specialist to teach students how to be discerning consumers of information, with an emphasis on identifying reliable and valid sources that provide research-based, factual data. Progress towards meeting this goal will be determined each year by principal analysis of plan books and lesson plans. The Principals will report the progress through qualitative analysis to the District Administration at the end of each school year and any necessary revisions	Assistant Superintendent	N/A	06/30/2025	10,000



**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
		needed to meet the goal will be put in place for the subsequent school year.				
Action Step 4	Evaluation	Continue to evaluate, revise, and update curricula and lessons to ensure the continuous incorporation of lessons that utilize technology to promote critical thinking, creativity, collaboration and communication at all grade levels and in all subject areas. Utilize the library media specialist in each building to continually analyze students' ability to discern credible sources on the Internet. Progress towards meeting this goal will be determined each year by principal analysis of plan books, lesson plans and district curricula. The Principals will report the progress through qualitative analysis to the District Administration at the end of each school year and any necessary revisions needed to meet the goal will be put in place for the subsequent school year.	Assistant Superintendent	N/A	06/30/2025	0

**2022-2025 Instructional Technology Plan - 2021**

## IV. Action Plan - Goal 2

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

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

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](mailto:edtech@nysed.gov).

**2022-2025 Instructional Technology Plan - 2021**IV. Action Plan - Goal 3

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**1. Enter Goal 3 below:**

Create technology-enhanced formative and summative assessments to inform teaching and drive student learning with the goal of increasing the frequency of performance-based assessments which can be used to demonstrate attainment of culturally- and linguistically-responsive learning.

**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 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 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 checked="" 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

**2022-2025 Instructional Technology Plan - 2021**

## IV. Action Plan - Goal 3

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

The Technology Committee, comprised of teachers and other stakeholders, will meet at least twice (2) annually to measure and evaluate the progress of our Instructional Technology Plan and goals attainment. We will use a second online district-created survey (in addition to the PD survey) with a Likert scale to gather information and data from key teachers and administrators to evaluate the needs and progress of our instructional initiatives. Online tools such as Survey Monkey and Google Forms will be used. Items will be categorized according to the seven areas identified by the ISTE Standards for Educators. They are: Learner, Leader, Citizen, Collaborator, Designer, Facilitator, and Analyst. We will be providing professional development on the creation of digital assessments and feedback from those workshops will be gathered and analyzed. Samples of digital assessments will be shared during PLC meetings and then brought to the district-wide PLC meeting for review and feedback. Anecdotal teacher data will also be gathered to compare student attention to task on digital assessments versus traditionally administered assessments. In addition, the District-Level Instructional Team (Professional Learning Community-PLC) will meet monthly to monitor the progress of all instructional goals and report back to building-level, grade and content area teams, also known as building PLCs. Furthermore, district administrators will evaluate teaching and learning using the Marzano Teacher Evaluation Rubric during classroom visits and observations. This data is collected via the Proficiency Scale Database for each of 60 items identified. We will continue to report annually on the percent of teachers demonstrating proficiency and innovative mastery skills related to best practices in each of the four Marzano Domains as well as the percent of students who demonstrate achievement of the desired effect of the target item, especially with respect to Domain I, Classroom Strategies and Behaviors. The Marzano rubric is used as the foundation of the district's mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners. Qualitative data of the use of performance-based assessments and teacher-created digital assessments will be collected by Principals quarterly through PLC and team meetings with grade levels and subject areas. The data will be shared during Cabinet meetings with District Administration to determine progress towards the goal. Direct observation of the practices introduced in the workshop being used in our classrooms will also be a source of qualitative data. The administration conduct frequent walkthroughs and directly observes each teacher a minimum of twice per year formally. The administration meets weekly and an analysis of our observations will be ongoing to determine if the goal has been accomplished. The benchmarks that determine whether progress is being made is a minimum of a 5% increase in teacher use of performance-based assessments and digital assessments each year.

6. **List the action steps that correspond to Goal #3 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Professional Development	Professional development will be offered on the creation and analysis of digital assessments through district sponsored courses, out-of-district courses, and attendance at conferences. We believe that this goal will take a three-year period to accomplish. Professional development, collaboration and	Assistant Superintendent	N/A	06/30/2025	10,000

**2022-2025 Instructional Technology Plan - 2021**

## IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		evaluation will be ongoing as we believe all three are iterative processes. As technology rapidly changes and new platforms emerge yearly, we will be conducting ongoing research into new platforms through out partnerships with Nassau BOCES, namely NASTECH and Model Schools, to determine if more professional development is warranted.				
Action Step 2	Collaboration	Teachers will collaborate during grade-level meetings, team meetings, and PLC meetings on the creation of digital assessments to ensure they are culturally- and linguistically responsive and demonstrate those capacities in our students. Teacher-created assessments will be evaluated and critiqued by colleagues to incorporate peer feedback for future iterations. Meeting time will also be used to disaggregate assessment results to inform future teaching and learning. We believe that this goal will take a three-year period to accomplish.	Assistant Superintendent	N/A	06/30/2025	0

**2022-2025 Instructional Technology Plan - 2021**

## IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		Professional development, collaboration and evaluation will be ongoing as we believe all three are iterative processes. As technology rapidly changes and new platforms emerge yearly, we will be conducting ongoing research into new platforms through out partnerships with Nassau BOCES, namely NASTECH and Model Schools, to determine if more professional development is warranted.				
Action Step 3	Evaluation	The analysis of digital assessments and their ability to gauge our effectiveness at providing a culturally- and linguistically-responsive learning environment done during team meetings will be shared with building principals, the district PLC, the Assistant Superintendent and the Superintendent several times during the school year. This analysis will be used to evaluate the progress in meeting this goal and to determine next steps. We believe that this goal will take a three-year period to	Assistant Superintendent	N/A	06/30/2025	0

**2022-2025 Instructional Technology Plan - 2021**

## IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		accomplish. Professional development, collaboration and evaluation will be ongoing as we believe all three are iterative processes. As technology rapidly changes and new platforms emerge yearly, we will be conducting ongoing research into new platforms through out partnerships with Nassau BOCES, namely NASTECH and Model Schools, to determine if more professional development is warranted.				
Action Step 4	Research	Research and evaluate various tools and platforms for teachers to use to create and administer digital assessments with fidelity to provide age-appropriate options for teachers at every grade level. We believe that this goal will take a three-year period to accomplish. Professional development, collaboration and evaluation will be ongoing as we believe all three are iterative processes. As technology rapidly changes and new platforms emerge yearly, we will be	Assistant Superintendent	N/A	06/30/2025	0

**2022-2025 Instructional Technology Plan - 2021**

## IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		conducting ongoing research into new platforms through out partnerships with Nassau BOCES, namely NASTECH and Model Schools, to determine if more professional development is warranted.				

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

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](mailto:edtech@nysed.gov).



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

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**1. Explain how the district use of instructional technology will serve as a part of a comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students.**

In order to prepare our students to be college and career ready, globally competitive, and engaged citizens, we understand the importance of providing our students with rich learning experiences that are consistent with 21st century competencies. Through high-quality professional development our faculty will be prepared to create learning opportunities that promote and encourage critical thinking, complex problem solving, collaboration, and adding multimedia communication into the traditional teaching strategies of core academic subjects. Our students will be challenged and engaged through rigorous new curricula based on Next Generation Learning Standards as well as STEM programs and initiatives based on the International Standards for Technology in Education Standards for Teachers and Students. The Island Park UFSD is intent on creating a culture that is centered on technology, creativity, innovation, collaboration, and understanding with acceptance of various cultures and beliefs and that is culturally- and linguistically-responsive. The philosophy of the Island Park UFSD is that technology is integrated into teaching and learning wherever it may augment or enhance the curriculum and/or learning experience of the students. All of our teachers utilize Google Classroom to keep families informed of classroom activities and many of them require students to submit various assignments through this platform using Google apps for education such as Slides, Docs, Sheets and other products such as Kami to edit pdf documents. The extent to which it is used by teachers to facilitate their practice and the extent to which technology is used by students to demonstrate their understanding of skills and concepts is grade-level dependent, with technology playing a bigger role in students learning as they progress through the grade levels. Our primary learners will use various apps on the iPads to learn letter recognition, early coding activities, and to engage in lessons provided through the i-Ready platform. Our older elementary students in grades 3-5 will move forward with coding using their chromebooks or desktop computers and will begin to engage with apps that require more writing such as Nearpod and Padlet in addition to the start of their usage of Google apps for education and i-Ready lessons. Our middle school students in grades 6-8 use their chromebooks daily to draft their writing pieces, engage in coding, work on art pieces that integrate technology, record their music using programs such as Soundtrap, and they will continue and expand on their usage of Google apps for education, Nearpod, Kami, Padlet, and other more specialized programs such as Desmos. This list (which is not exhaustive) also illustrates the extent to which technology is used to provide multiple pathways to access and participate in learning.

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

The District vision for equity and access for all, a key component of the District Three-Year Strategic Plan, is to ensure accessibility, resources, and connectivity so that learning is everywhere, all the time. This is directly aligned to the National Technology Plan vision of "Fitting the Pieces Together," found on page 6 of the plan. As a result of the COVID-19 pandemic school building closures in spring of 2020, the District now provides each student with a 1:1 computing device. All students in grades K-2 are given a district-issued iPad and all students in grades 3-8 are given a district-issued Chromebook. Any family that does not have consistent access to high-speed broadband is given a district-issued hot spot to use when off-site. We have high-speed Wifi throughout our schools to ensure digital learning can occur anywhere on district property. Our curriculum embeds principles of digital citizenship and responsible use and we strive to provide the latest quality digital content and resources to all of our students by engaging our teachers in ongoing, robust and actionable professional development. The district and building leadership surveys teachers annually to determine their needs so that there is a partnership and shared responsibility in providing equitable learning to ALL students, meeting our students where they are to ensure differentiation is targeted. Lastly, we have a Data Privacy Officer who ensures compliance with New York State Education Law 2-d so that all of our students', teachers' and families' privacy is safeguarded. We have increased our human capacity to provide equitable learning "everywhere, all the time" through our extensive training during the pandemic which enabled our teachers to provide instruction simultaneously to those in the classroom and to those at home by livestreaming their daily lessons. Our teachers are now fully prepared to pivot in a moment, should the need arise, to provide our students with a high-quality education if they are unable to come to the physical school building. Due to our use of i-Ready, we are also able to deliver lessons to students in reading and mathematics if teachers and students are unable to connect in person or via livestream. These lessons can also be used to augment any type of remote or hybrid learning. Similarly, our District infrastructure is robust as we have significantly upgraded our broadband access so that all buildings have high-speed Internet capability, providing our teachers and students with consistent access to WiFi at all times during the school day and beyond. We have a partnership with BOCES who houses our servers in the cloud and enables us to have top cybersecurity with experts monitoring our system and preventing any attacks.

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

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

Student referrals are evaluated by the building level Instructional Support Team (IST), then forwarded to the CSE. The Director of Pupil Personnel Services in conjunction with the school psychologist and social worker evaluate referrals to the CPSE. Recommendations for special education and/or related services are made by members of the CSE or CPSE Committee as prescribed in Section 200.4 of the Commissioner's Regulations. Any necessary tests and evaluations are conducted to determine the precise needs of the student, if any. If a student is found to be in need of special and/or related services, an Individualized Education Plan is developed. Every effort is made to ensure access to learning through modifications and to provide students with a quality education in the least restrictive environment. For example, an Auditory Amplification Unit may be provided for a student with a hearing impairment so that he/she can hear the teacher and participate. Some students qualify for 504 Plans, if accommodations are solely needed. These referrals are evaluated by the IST, which includes the Principal as the Chair. Beyond individual accommodations that remove barriers to education for students with special needs in 12:1, 6:1 or 1:1 settings, all CSE students are scheduled to receive technology instruction. In the area of assistive devices, the district contracts with Nassau BOCES and utilizes their expertise to conduct technology evaluations and to make recommendations regarding technology devices and services. Specialists from BOCES are brought in to work with students when suitable to the needs of the child. Students are provided with small group instruction and testing in individualized and/or small group environments as prescribed by IEPs and 504 Plans. If an alternate or one-to-one testing environment is determined to be in the best accommodation for a particular student, this accommodation is provided as well. The district follows NYSED's February 2018 guidance on Testing Accommodations for Students with Disabilities. Students also have 1:1 devices; students in grades K-2 have district-issued iPads and students in grades 3-8 have district-issued Chromebooks. For example, a student with a vision problem has had books downloaded to the iPad so that the font size can be enlarged for easier reading. Similarly, students with an autism spectrum disorder (ASD) who are not capable of interactive verbally expressive speech, use a variety of iPad apps to communicate. In addition, NWEA and i-Ready assessments have been administered using the SmartBoard whereby the text and graphics embedded in the adaptive online tests are projected in large format to make sure that the student's visual perception and acuity are aided; this strategy ensures that students with visual impairments have access to learning/assessment materials. All classified students who continue to struggle with phonemic awareness and/or read below grade level receive additional support and instruction through one of the following web-based programs: Scholastic Read 180, Scholastic System 44, or Achieve 3000. Instruction for classified CSE students is differentiated using various web-based programs with built-in instructional supports such as Fast Math, IXL and i-Ready to enrich instruction. Our mathematics curriculum (GoMath!) provide teachers with various online differentiated instructional supports for each lesson. Our teachers also use Nearpod which offers a multitude of activities that can be tailored to meet individual needs through interactive response platforms, games and videos. To support the individual learning needs of students with disabilities, our teachers use digitally based curriculum, specifically Read 180 and System 44 that provide our students with adaptive instruction to offer a personalized path to build foundational skills in reading. They also use IXL which provides adaptive instruction in mathematics to differentiate and individualize instruction, tailored to each student's specific skill deficiencies. Lastly, they also use lessons provided by i-Ready in reading and mathematics which are personalized to each individual student based on their performance on diagnostic tests administered three times a year as well as their progress in lessons throughout the school year. The results of the i-Ready diagnostics give our teachers information and resources to target specific skill areas of growth for our students and also provides teachers with student group suggestions based on diagnostic performance. Lessons tailored to individual students are provided by the i-Ready platform in ELA and Mathematics which are used frequently by our AIS and support teachers.

- 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)

**2022-2025 Instructional Technology Plan - 2021**

## 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 checked="" 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 checked="" 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)

**2022-2025 Instructional Technology Plan - 2021**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.**

- |                                                                                                             |                                                                                                     |
|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| <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 checked="" type="checkbox"/> Writing and technology workshop for teachers                            | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology             | <input checked="" type="checkbox"/> Web authoring tools                                             |
| <input checked="" 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 checked="" 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 |                                                                                                     |

**2022-2025 Instructional Technology Plan - 2021****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 checked="" 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 checked="" type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./                                                                  |
| <input type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment.                                                                                                                                                                                          | <input checked="" 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 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 type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.                                                    |
| <input checked="" 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 checked="" 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 checked="" 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 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 checked="" 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 checked="" 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 - 2021**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](mailto:edtech@nysed.gov).

**2022-2025 Instructional Technology Plan - 2021**

## VI. Administrative Management Plan

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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	0.15
Instructional Support	2.00
Technical Support	2.00
<b>Totals:</b>	<b>4.15</b>

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	Professional Development	N/A	95,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input 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	N/A
2	Other (please identify in next column, to the right)	Curriculum	260,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate	N/A

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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 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	Other (please identify in next column, to the right)	Chromebooks & iPads (Replacement)	110,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input 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	N/A
4	Other (please identify in next column, to the right)	Interactive Displays/Whiteboards (Replacements)	125,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources	N/A



**2022-2025 Instructional Technology Plan - 2021**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 type="checkbox"/> 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	
<b>Totals:</b>			<b>590,000</b>			

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.**

[http://www.ips.k12.ny.us/technology\\_plan](http://www.ips.k12.ny.us/technology_plan)

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](mailto: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 checked="" 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 checked="" type="checkbox"/> English Language Learner                 | <input type="checkbox"/> Professional Development / Professional Learning                      |
| <input type="checkbox"/> Blended and/or Flipped Classrooms                            | <input checked="" type="checkbox"/> Instruction and Learning with Technology | <input checked="" type="checkbox"/> Special Education Instruction and Learning with Technology |
| <input checked="" type="checkbox"/> Culturally Responsive Instruction with Technology | <input checked="" type="checkbox"/> Infrastructure                           | <input type="checkbox"/> Technology Support                                                    |
| <input checked="" type="checkbox"/> Data Privacy and Security                         | <input checked="" type="checkbox"/> OER and Digital Content                  | <input type="checkbox"/> Other Topic A                                                         |
| <input checked="" type="checkbox"/> Digital Equity Initiatives                        | <input checked="" type="checkbox"/> Online Learning                          | <input type="checkbox"/> Other Topic B                                                         |
| <input type="checkbox"/> Digital Fluency Standards                                    | <input checked="" 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	Alison Offerman-Celentano	Assistant Superintendent	acelentano@islandparkschools.org	<input checked="" type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input checked="" type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Data Privacy and Security <input checked="" 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 checked="" type="checkbox"/> Instruction and Learning with Technology <input checked="" type="checkbox"/> Infrastructure <input checked="" type="checkbox"/> OER and Digital Content <input checked="" type="checkbox"/> Online Learning <input type="checkbox"/> Personalized

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## VII. Sharing Innovative Educational Technology Programs

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	Name of Contact Person	Title	Email Address	Innovative Programs
				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

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	Jacob Russum	Director, Pupil Personnel Services	jrussum@islandparkschools.org	<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 checked="" 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 checked="" type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input checked="" 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

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