

2022-2025 Instructional Technology Plan - 2021**I. District LEA Information**

Page Last Modified: 03/16/2022

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

Ursula Carbone

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

Director of Technology

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2022-2025 Instructional Technology Plan - 2021

II. Strategic Technology Planning

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1. What is the overall district mission?

"The Nanuet School District is committed to the personal development of each student so that upon graduation, he or she is prepared and inspired to apply learning in a changing, complex, and interdependent world."

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

The Nanuet School District and members of the community support high academic standards and relevant, engaging learning opportunities for students. Students use state-of-the-art tools to think, create, build, experiment, and share their knowledge locally and globally. Through the use of age-appropriate learning experiences, students achieve digital literacy and learn to become responsible citizens of the online community. The speed of technological change, the fleeting nature of technology tools, and the ever increasing reach and impact of those tools requires that students develop a passion for life-long learning that leads to their being productive members of society. The staff and members of the Nanuet community recognize the need to prepare students for *their* future and, with that in mind, provide challenging opportunities for growth in a secure and nurturing environment.

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 process of developing the District's Instructional Technology Plan involves input from the Board of Education, central office administrators, building administrators, department chairs, curriculum coordinators, team leaders, teaching staff, students, parents and guardians, members of the community, guidance from the Lower Hudson Regional Information Center, and collaboration with other public school districts in Rockland County. Throughout the year, meetings are held and surveys are distributed to gather data and commentary that are then analyzed to determine the goals to be targeted in the plan.

The district is now in its 8th year of using the Clarity survey tool to gather longitudinal data from staff, students, parents/guardians and members of the community. These data are examined to determine trends and identify needs that are then used in the development of district-wide academic and professional development goals and objectives. In order to provide transparency, with respect to progress made in the area of Instructional Technology, all Clarity survey results are available on the district's Web site.

District developed staff, student, and community surveys are periodically distributed to gather information regarding academic and social/emotional needs. These data are also used in the planning process, as are data from the recently developed New York State Education Department's Annual Digital Equity Survey.

Input from the district's Instructional Technology Committee and ad-hoc members of the same as well as feedback from other standing committees (e.g. Professional Development Committee, Curriculum Committees) provide guidance and direction in the development of the plan. Information from county-wide meetings with technology directors to discuss changes and trends within their districts are also used to develop the plan and to provide support for, gain knowledge of, and collaborate on common goals. The Lower Hudson Regional Information Center's data privacy and security team's program of training and awareness, specifically with respect to the NIST (National Institute of Standards and Technology) standards also influenced the development of the plan as did the findings of internal auditors and the NYSED Comptroller's district technology audit currently in progress.

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

The District's previous plan included three goals that addressed expansion of our Digital Literacy and Digital Citizenship initiative to grade 7 – 12, providing a technology-rich learning environment and experiences in our new High School Learning Commons, and providing access to expanded digital content and collaborative learning platforms and online writing experiences through the expansion of G-Suite in grade K – 4.

This new plan is an extension or revision of these goals. The new plan acknowledges the dramatic shift brought about by the pandemic influenced disruption of the past two years including the need to support and protect the district's technology infrastructure through the implementation and documentation of operating and security standards, the need to provide equitable technological materials and experiences for all students, and the need to incorporate the previous plan's Digital Literacy and Digital Citizenship goals into the implementation of the New York State K-12 Computer Science and Digital Fluency Learning Standards.

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

The pandemic experience emphasized the need to have a robust secure infrastructure that can support and sustain increasing demands, some changing on an hour-by-hour basis: new learning environments (remote, in-person, hybrid), new equipment, new software, new systems, support for district personnel as well as students and families at home as well as on campus, hardware changes, remote access to district resources brought to the forefront the need to examine our infrastructure through the lens of NIST and to commit to the completion and documentation of this work. Our first goal in this new plan addresses this need with the further understanding that there must be a “blueprint” of our infrastructure; any gaps must be determined and remedied and that the documentation needs to be in a format that is accessible and available for use and ongoing evaluation. The pandemic experience also highlighted the need for a better focus on equity with respect to materials, access to academic experiences, and communication between the district and families. Our second goal in the plan speaks to the issue of equity including: continuing and sustaining the 1-1 initiative that was implemented overnight at the outset of the pandemic, providing Internet access for students in need, increasing the amount and types of materials available in languages other than English, increasing “How-to” materials available in video format, and examining all district Web site content for adherence to ADA standards and bringing the content into compliance. The pandemic experience forced the district to quickly adopt new methods and systems of delivering content to students while at the same time demanding an immediate implementation of ongoing professional development to support staff in learning and using these new resources. Additionally, students spending almost two years in front of screens has led to increased conversations regarding best practices for technology use, digital literacy, digital fluency and online engagement. To achieve our third goal regarding the New York State Computer Science Standards, the district will use methods and systems of content delivery learned during the pandemic to incorporate these standards into students’ learning in the academic areas. Professional development opportunities will be created to support this goal.

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.

To support the Nanuet School District's instructional technology vision the district will professionally develop teachers, administrators and teaching assistants of the Nanuet School District with in district and out of district resources to give staff what is needed to successfully prepare for and attain our vision. At the broadest level the district surveys staff, students and community members with a technology based Clarity survey. The results of the survey for students and teachers give district and building administrators data on the needs of teachers and students in the area of the 4Cs of learning, foundational skills, online learning and multimedia skills. Buildings, teams, and departments are able to audit curriculum, units, lessons and assessments for critical thinking, collaboration, creativity and communication. After these conversations departments, grade levels, teams and teachers look at areas of need identifying integration points in units of studies and lessons. On the student side, teachers look at standards that align with exposure to practices needed to improve student proficiency.

More probing in-house surveys give the district targeted data that allows our teams to customize professional development at the teacher and teaching assistant level. Examples of this are when a larger district goal is introduced, e.g. rolling out a learning management system for elementary or secondary. To address the levels of proficiency, effectiveness, and needs across grade levels, departments and buildings the survey results are used to organize groups and individuals that need support. Professional development is delivered through a combination of different groups and partners. In-house our district utilizes an Assistant Director of Technology, Instructional Technology Teacher, content area facilitators/chairs and Instructional Technology Teaching Assistants to train staff. These trainings may be faculty, team, department meetings, one-to-one or pre-recorded videos to enable asynchronous learning. In our learning management system modules of PD enable staff to seek out real time learning when needed. In addition to our in-house staff the district partners with our local BOCES cooperatives to receive professional development for software and services purchased through this entity. In addition to surveys, the district utilizes teacher committees to implement building and district goals and initiatives. These committees include a Professional Development Committee, curriculum councils for the core content areas and a Technology Committee. These groups of teacher leaders assess district needs and design and rollout training. Many times these teacher leaders turnkey training for implementation in classrooms.

In addition to training for staff, the district works with students and families to support learning with technology. Parent workshops have been offered for incoming 5th grade families. Since this is usually the first year of smartphone use, presentations include social media usage as well as support for using school issued technology tools, learning management systems and grading systems. Student tutorials are posted on building Web sites and classroom Web pages including help forms for individual questions. Common threads for learning are developed using professional learning communities (PLCs) that span content areas and grade levels. Nanuet utilizes an approval system where teachers and teaching assistants can individually request conferences and workshops as well as curriculum and assessment writing with an approval system aligned with district needs and goals. This allows the district to measure the amount of training towards the goals.

The effectiveness of the Professional Development Plan will be evaluated using metrics gathered through the annual Clarity Survey (tool) measuring and displaying longitudinal progress in teacher use of the 4Cs (Communication, Collaboration, Critical Thinking and Creativity) as well as the SAMR (tool) model for measuring the integration of technology into the classroom. This aligns with District goals and priorities approved by the Board of Education. This evaluative process, tools and measures, have been in place for a number of years; data are reviewed, referenced, and publicly posted for accountability and transparency. Professional Development opportunities are developed based on progress (or lack thereof) as shown in the data.

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III. Goal Attainment

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

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

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

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

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

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

Significantly

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Evaluate the district's technology infrastructure and practices through the lens of the National Data Security Framework (NIST Standards); document and implement required procedures as per the 5 core functions and 23 categories.

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

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

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

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

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

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

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

Measurement and evaluation of achievement of this goal will be done using the Data Security and Privacy Standards for New York States Educational Agencies Implementation Guide. Current and target scores will be identified, required documents will be created. Completed evaluation and supporting documents will be on file in the district office.

Satisfactory accomplishment of this goal will be determined by the quality and content of the completed deliverable - RIC One Data Security and Privacy Standards document (tool) - using the built-in rating scales (metric) with supporting written procedures and policies approved by the district and accepted by the State, internal and external auditors.

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	Cybersecurity	Evaluate/implement needs	Director of Technology	Data Privacy and Security Team; LHRIC	06/30/2025	100,000.00

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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
				Team		
Action Step 2	Data Privacy	Address completion of DPIT and ongoing updates	Other (please identify in Column 5)	Data Privacy and Security Team; LHRIC Team	06/30/2025	0
Action Step 3	Infrastructure	Evaluate/implement needs	Director of Technology	LHRIC Team	06/30/2025	100,000.00
Action Step 4	Policy/Protocols	Create/update protocols	Director of Technology	Business Official; Superintendent; Board of Education;	06/30/2025	0

7. This question is optional.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	(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:

Increase equitable access to materials and digital resources for students, families, and members of the community.

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

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

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

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

Measurement and evaluation of this goal will be achieved using the data collected in the annual administration of the NYSED Digital Equity Survey, as well as the data collected in the annual Clarity survey. ADA compliance scanning software will be used on a regular basis to evaluate the district's Web site content for equity issues. Web site content will also be monitored for an increase in information available in languages other than English. A technology related district repository of how-to videos will also be monitored for an increase in relevant content.

Satisfactory accomplishment of this goal will be determined through:

- NYSED Digital Equity Survey (tool) using responses to questions (metric) of the overall population and subgroups to identify and close gaps thereby increasing equitable access.
- ADA compliance screening software (tool) using calculations of accessibility issues (metrics) showing decrease in numbers and types of incidents on district and building Web sites and within digital resources.
- Repository (tool) evidence showing increase in number and variety (metric) of materials available in languages other than English.
- Annual budget (tool) evidence of financial support for 1-1 program and ongoing costs.

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.

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Budgeting	Maintain 1-1 program through development of device refresh cycle	Director of Technology	Business Official	06/30/2025	300,000.00
Action Step 2	Research	Investigate ways to address costs of 1-1 equipment damage and loss to reduce district costs	Director of Technology	Superintendent; Business Official	06/30/2025	0
Action Step 3	Community Partnerships	Maintain program of providing devices for Internet connectivity in the home to families of students in need	Director of Technology	Family Resource Center	06/30/2025	30,000.00
Action Step 4	Professional Development	Train district Web content providers in ADA compliance	Curriculum and Instruction Leader	Administrators, Teachers, Clerical Staff	06/30/2025	0

7. This question is optional.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Communications	Increase amount and type of documents provided in alternate languages	Other (please identify in Column 5)	Translators; clerical staff	06/30/2025	0
Action Step 6	Communications	Develop and maintain a well organized repository of technology related	Instructional Technology Coach	Instructional/PD Coach	06/30/2025	0
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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IV. Action Plan - Goal 2

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

Fully implement the NYS K-12 Computer Science and Digital Fluency Standards.

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

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

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

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

To determine the accomplishment of this goal the district will look at specific metrics to gauge teacher preparedness and student learning. The district's curriculum mapping system, Rubicon Atlas and reporting modules (tool) will be analyzed for the number and percentages (metrics) of lessons developed as well as scope and sequence, standards overview and alignment, K-12. Content delivery systems, Learning.com and Schoology (tools), will be analyzed for teachers' and students' usage, lessons delivered and completed, as well as assessment scores (metrics). Data (metrics) from rubrics measuring achievement of student proficiency on locally developed common assessments (tools) will also be analyzed to determine success. Longitudinal data (metrics) from the annual Clarity survey (tool) will be used to determine teacher and student progress towards meeting the digital fluency standards.

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	Collaboratio	Continue partnership	Curriculum	Central Office and	08/15/2	0

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IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	n	with RBOCES Mouse Grant	and Instruction Leader	Building Administrators, Classroom Teachers	025	
Action Step 2	Curriculum	Present K - 12 Computer Science and Digital Literacy Fluency Standards to teaching staff	Curriculum and Instruction Leader	Instructional Technology Coach	12/31/2024	0
Action Step 3	Curriculum	Align existing Digital Fluency Curriculum with NYSED K - 12 Fluency Standards	Curriculum and Instruction Leader	Library Media Specialists, Department Chairs and Content Facilitators	08/15/2023	6,000.00
Action Step 4	Curriculum	Map NYSED K-12 Computer Science Standards to existing content area standards	Curriculum and Instruction Leader	Department Chairs, Team Leaders	08/15/2024	6,000.00

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	Budgeting	Purchase Content Delivery Application	Director of Technology	(No Response)	08/15/2022	12,000.00
Action Step 6	Implementation	Integrate Content Delivery Application into Curriculum Areas	Curriculum and Instruction Leader	Classroom Teachers; Instructional Technology Coach	06/30/2025	(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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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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.

Instructional technology is a tool to support rigorous academic standards and academic performance improvement for students. Instructional technology deepens understanding and improves access to knowledge when used in conjunction with well-written and mapped curricula that meets rigorous standards.

To identify gaps and successes in instructional technology use, each year the district conducts a technology survey using Clarity. Results allow district and building administrators, as well as teachers, to look at how staff use critical thinking, collaboration, communication, and creativity to teach foundational technology skills, online skills, and multimedia skills. The district uses a combination of the SAMR Model (substitution, augmentation, modification, redefinition) as well rigor and relevance rubrics to improve technology integration. The SAMR model provides teachers with a structure and path to use when using technology to improve teaching and learning.

Post COVID, technology continues to be used for modification and redefinition of units and lessons. This enhanced use of technology supports our district initiative of Rigorous and Relevant Learning. Rigor and relevance rubrics provide teachers with the ability to audit units and lessons, examine instructional design and student learning, and provide opportunities for students to engage in content self-selection and independent thinking. The focus is on student learning being high level and using relevant real world tasks with predictable and unpredictable outcomes. Instructional technology supports bringing the outside world into the classroom, improving information access, and increasing options for students to demonstrate their 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 recognizes the importance of equitable learning in the academic environment as is evidenced by creating a goal related to this issue in the 2022-2025 Technology Plan.

The implementation of our 1-1 device program for students as well as for teaching staff ensures that users can access materials in and out of school and that the organization can support, update, or replace equipment as needed. Our goal is to continue to support this program and provide the funding to do so. To assure that students have Internet connectivity needed to access online materials from home, the district has and will continue to partner with the LHRIC and our Family Resource Center to provide Hotspots to families when requested. Support for the use of these devices will also continue.

Since the onset of the Pandemic the district has invested heavily in a Learning Management System that is accessible to all students and staff from any location and at any time. With support from the LHRIC and on-site staff, extensive professional development has taken place with all staff participating either first-hand or through turn-key training. The district has made sure to include support staff in this training as many times these staff members work very closely with our neediest students. The district plans to continue the use of the Learning Management System as it has proved a critical resource for equitable content delivery.

The NYSED Digital Equity Survey (new this year) has helped to provide the district with a detailed picture of the learning community. This is a view that the district and Board of Education has been looking for for years. The information from the survey has been shared with the Board of Education and the greater community so that they have an understanding of current needs. Going forward the annual survey will assist the district with planning for changes and future needs.

The district is also planning to continue to increase access to materials and content for our growing population of speakers of languages other than English. Using translation services to create documents and notifications that are available on our Web site as well as using software applications that are accessible in multiple languages will also support the goal of equitable learning.

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.**

All students in the district, including those with disabilities and our Life Skills students (age to 21) have access to and use the technology available to the entire district population. Teachers who serve our students with disabilities have online access to IEPs so that they are aware of current needs and any modifications to those needs. Online curriculum applications allow teachers to modify content (if necessary) to support learning for individual students; teachers can make adjustments at any time. Our newly implemented Learning Management System, Schoology, allows teachers to create small groups of student within the larger classroom to directly target or adjust instruction to meet specific needs. Within this system teachers can provide immediate feedback, respond to questions and record content for re-teaching.

Students who require assistive technology (visual, auditory, motor) are provided with additional devices or enhanced equipment to meet their specific needs. Technology devices and/or applications used to serve this population of students include: large screen laptops and Chromebooks, video magnifiers, on-screen magnifiers, touch devices, voice amplifiers, voice-to-text and text-to-voice applications, and online adaptive software available at home or in school. The district works with the professionals at the local BOCES to determine, provide, setup, and train users with the required equipment so that the student can participate in the classroom learning. If necessary, the district also contracts with agencies that provide services other than equipment.

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

- ☒ Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through a class website or learning management system).
- ☒ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- ☒ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- ☒ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- ☒ Assistive technology is utilized.
- ☒ Technology is used to increase options for students to demonstrate knowledge and skill.
- ☒ Learning games and other interactive software are used to supplement instruction.
- ☐ Other (please identify in Question 4a, below)

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

- | | |
|---|--|
| <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) |

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

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

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

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

Yes

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

In the 5 languages most commonly spoken in the district

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

(No Response)

- 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 | |

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V. NYSED Initiatives Alignment

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9. How does the district utilize technology to address the needs of students experiencing homelessness and/or housing insecurity to ensure equitable access to instruction and learning? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website. | <input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district. | <input checked="" type="checkbox"/> Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work. |
| <input 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 checked="" type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment. | <input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity. | <input type="checkbox"/> Provide online mentoring programs. |
| <input checked="" type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity | <input checked="" type="checkbox"/> Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity. | <input checked="" type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues. |
| <input 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 checked="" 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 checked="" type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD./ or private online video channel)./ | <input type="checkbox"/> Other (Please identify in Question 9a, below) |
| <input 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. | |

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

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

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

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VI. Administrative Management Plan

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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	1.50
Instructional Support	1.50
Technical Support	6.00
Totals:	9.00

2. Investment Plan

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

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

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

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

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	End User Computing Devices	N/A	750,000	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	Professional Development	N/A	516,500	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Instructional and Administrative Software	N/A	228,413	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	N/A	N/A	0	N/A	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<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 checked="" type="checkbox"/> N/A	
Totals:			1,494,913			

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

Yes

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

<https://www.nanuetsd.org/technology>

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

2022-2025 Instructional Technology Plan - 2021**VII. Sharing Innovative Educational Technology Programs**

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

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

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

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

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

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

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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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