

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

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1. **What is the name of the district administrator responsible for entering the Instructional Technology Plan data?**
Dr. Guy J. Le Vaillant

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

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II. Strategic Technology Planning

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

As part of its mission, the Plainedge School District's focus is to utilize a variety of cutting-edge technology that supports learning. This objective drives our students, families, teachers, and administrators to embrace a plan that prepares our students to be college and career ready. Our plan looks beyond the traditional definition of the classroom and focuses on creating learning environments that prepare our students to thrive in a future global society.

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

As part of its mission, the Plainedge School District's focus is to utilize a variety of cutting-edge technology that supports learning. This objective drives our students, families, teachers, and administrators to embrace a plan that prepares our students to be college and career ready. Our plan looks beyond the traditional definition of the classroom and focuses on creating learning environments that prepare our students to thrive in a future global society. A critical component of the roadmap will be to create a multimedia-rich environment of anywhere, anytime learning. The plan also addresses the idea that cutting-edge, innovative technology integration is most effective when combined with ongoing professional development that meets the needs of all of our learners. Professional development will be essential so that the integration of technology in teaching and learning is seamless and based on best practices. The following goals specify how the District will support the integration of technology in teaching and learning.

The Plainedge School District via its Technology Roadmap looks to facilitate student learning and standards for all learners as outlined in the International Society for Technology Educators (ISTE), National Education Technology Standards (NETS) and The Partnership for 21st Century Learning. As such the Plainedge School District's goal is to foster the application of these standards via technology integration.

Core Beliefs for Educational Technology:

- 1. Engagement and learning increase with the use of technology;
- 2. Technology supports differentiation of learning;
- 3. Active participation and contributions to the learning process increase with the use of technology;
- 4. Project and inquiry based learning experiences are enhanced with the use of technology;
- 5. Technology skills are best learning in the context through project and inquiry based learning;
- 6. Technology supports broader collaboration opportunities both locally and globally;
- 7. 21st century communication and collaboration requires fluency in the use of technology.

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.**

High level stakeholders provide valuable strategic objectives for our direction in technology integration throughout the school district. When working on our technology initiatives, engaging the superintendent and Board of Education has been a valuable relationship to look broadly at community needs and planning for the budget. Technology Planning was conducted at all levels and included dialog and feedback from stakeholders including building level administration, teachers, LibraryMedia Specialists, parents, PTA, Community Members, Board of Education. Meetings were conducted throughout the process to communicate and solicit feedback from different groups including, but not limited to, opportunities to discuss technology planning at Plainedge Teacher Center meetings, Plainedge Administrators' Team (PAT) meetings, PTA Council meetings, Faculty meetings, Central Office Planning meetings, Curriculum and Instruction meetings, and Technology meetings. The Library-Media Specialists and our Technology Curriculum Integration Teachers and Teaching Assistants were included in the meeting schedule to solicit recommendations and feedback. Meetings were held on a quarterly

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II. Strategic Technology Planning

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basis starting in the Fall and feedback sessions were held after drafts of the plan were reviewed. The meetings and feedback cycle ended in May to allow time for the review, approval and submission of the plan. This planning process was similar to how previous plans were collaboratively created. As part of the planning process, the district received feedback from the Special Education department as to how to best address the needs of students with disabilities. The outcome of the meetings resulted in a draft that was then presented to the Board of Education along with a plan for the next school year in order to solicit feedback.

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

This instructional technology plan builds on the foundations of the previous plan by utilizing the success of the previous goals to bring the school community to the next phase of being a more thoughtful consumer of technology. The technical growth and capacity at Plainedge school district was improved in many ways as we rolled out the 1:1 program, new hardware to deliver hybrid instruction, and offered vast amounts of differentiated professional development for instructional staff over the past few years. The previous plan provided the access, learning, support, and resources to provide a foundation for growth and development. The next phase of the instructional plan will hone in on improving quality, security, and promoting innovation in our community. Some specific improvements include the construction of new STREAM centers to further enhance instruction and access, improving our robotics program and offering more extra curricular opportunities, like Esports.

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

During the pandemic, the district had to create a parallel plan to provide continuity of instruction when our physical classrooms were closed. This quickly shifted professional learning, technical support, and student remote access across the district. Due to the pandemic, our previous plan timeline was accelerated, 1 to 1 devices were deployed, and Google Classrooms were utilized throughout the district. Because we had already provided teacher workshops and were working towards every child having a device, we were able to make the shifts needed to be successful more quickly. This technology plan has the insights needed for online and blended learning. Remote connectivity for families has been assessed and processes are in place to ensure students have access to their online classrooms. Device purchases and deployments are scheduled in a yearly cycle to stay ahead of any possible supply chain issues. Professional learning opportunities are now planned in both virtual and physical classrooms. Parent and family technology related training is offered to support students in and out of the classroom.

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

Yes

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 Plainedge School District uses a variety of methods to conduct professional development including but not limited to a classroom push-in model, Professional Learning Communities (PLC), Teacher Center courses, online learning, Superintendent's Conference Days, faculty meetings, BOCES courses, and just in time professional development. Plainedge has developed a teacher center, which provides professional learning opportunities for all teachers, and school staff within the district. The Plainedge Teacher Center Policy Board is composed of elementary teachers, secondary teachers, teaching assistants, administrators, and parents from the Plainedge School District. In addition, representatives from Maria Regina Catholic School, YES Community Counseling Center, SUNY Stony Brook, and Molloy College also serve on the Policy Board. We work collaboratively to improve teacher performance and student achievement in the Plainedge School District. With collaboration of the teachers union, staff surveys are conducted to learn about

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specific instructional needs across the schools. Administrative observations are also utilized to identify possible areas of growth. The teacher center is focused on building a menu of opportunities that have components of instructional technology as well as specific workshops related to district-wide technical implementation and the identified needs of the teachers. There are offerings provided by teachers, partners, vendors, and local BOCES staff to focus on enhancing technical literacy. Each training is evaluated with a district provided, required, evaluation form to gauge its effectiveness.

Learning Topics have included: use of chromebooks to improve instruction, how to use the LMS, how to maximize your Interactive Classroom, Smartboard Training, Sponsored Nassau County Apps for instruction user meeting, Kami, Nearpod, Kahoot, Flipgrid, Padlet, Augmented Reality, and other interactive tools including Google Workspace, Clever, Remind App, Jamboard, Screencastify, Edpuzzle, MyOn, Canva, Equatio, and Follett. The district intends to utilize its new television production studio to develop instructor-led virtual lessons for on-demand instructional integration lessons and make it available on our Ensemble Video system. Hardware based applications include robotics, 3D printing, digital telescopes, TV studio /green screen, drone piloting, zSpace, and Poly video conferencing. The district has spent the past several years working with teachers on Google Classroom and building our one to one program, which has really helped in moving swiftly to deliver continuity of instruction during the pandemic.

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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:

Fully

- 2. Digital Use – The District's learners, teachers, and administrators are proficient in the use of technology for learning.

The district has met this goal:

Fully

- 3. Digital Capacity and Access – The District's technology infrastructure supports learning and teaching in all of the District's environments.

The district has met this goal:

Fully

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

The district has met this goal:

Fully

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

The district has met this goal:

Fully

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IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Build upon the curriculum integration and learning pathways in technology related content for all students through the use of personalized and blended online learning environments.

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

Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning

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

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

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

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

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

Usage data will be tracked for various educational applications through our single sign on portal. Trackable information includes, and is not limited to, sign-ins, time in app, website visits, assessments taken, grading, and multi-media views. We will use this data to assess whether the educational software components increased in utilization. Specifically we will be comparing which software tools are being used by teachers from year to year. Comparisons will include the type of software and the quantity of usage. Survey data will also be collected to learn about how and why the teachers are using certain software. We will know that the goal is met if there is a an increase in educational applications and if blended learning instances increase in our classrooms.

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IV. Action Plan - Goal 1

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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	Curriculum	Instructional stakeholders will contribute to developing and updating technology integrated curriculum.	Curriculum and Instruction Leader	Technology Lead	09/01/2023	0
Action Step 2	Curriculum	Personalized learning opportunities shall be developed to target instruction for students using a variety of assessment data.	Curriculum and Instruction Leader	Technology Lead	09/01/2024	0
Action Step 3	Learning Spaces	Enhance STREAM program for K-12. Including but not limited to AR/VR hardware, software and classroom planetariums.	Curriculum and Instruction Leader	Technology Lead	06/30/2025	120000
Action Step 4	Infrastructure	Build a state of the art STREAM studio	Assistant Superintendent	Technology Lead	06/30/2025	2000000

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)

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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
					nse)	
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

Use various technology tools to develop and enhance creativity, innovation, critical thinking, decision making, collaboration, cooperation and communication.

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

Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning

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

- | | |
|--|--|
| <input checked="" type="checkbox"/> All students | <input type="checkbox"/> Economically disadvantaged students |
| <input type="checkbox"/> Early Learning (Pre-K -3) | <input type="checkbox"/> Students between the ages of 18-21 |
| <input type="checkbox"/> Elementary/intermediate | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input type="checkbox"/> Middle School | <input 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 type="checkbox"/> Students who do not have internet access at their place of residence |
| <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Students in foster care |
| <input type="checkbox"/> English Language Learners | <input type="checkbox"/> Students in juvenile justice system settings |
| <input type="checkbox"/> Students who are migratory or seasonal farmworkers, or children of such workers | <input type="checkbox"/> Vulnerable populations/vulnerable students |
| <input 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.

This goal will primarily be assessed through student and teacher observations and qualitative conversations focusing on social emotional reflections, creativity, as well as a focus on critical thinking. Additional information will be collected during teacher evaluations, curricular circles and through PLC meetings. Software application data will also be tracked for various educational applications through our single sign on portal to see what apps are being utilized.

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,

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IV. Action Plan - Goal 2

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Curriculum and instructional leaders will encourage teachers to:	Curriculum and Instruction Leader	School Administration	01/01/2023	0
Action Step 2	Curriculum	Teachers will:	Classroom Teacher	School Administration	01/01/2024	10000
Action Step 3	Learning Spaces	Teachers will provide constructivist and challenging activities for students through various software applications and the use of mobile devices.	Classroom Teacher	School Administration	06/30/2025	5000
Action Step 4	Collaboration	Students will guide effective digital communication and collaboration through the use of various discussion and collaboration tools.	Other (please identify in Column 5)	Students	06/30/2025	5000

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	Purchasing	Purchase document cameras	Assistant Superintendent	(No Response)	06/24/2024	20000
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)

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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 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

Improve upon the internet security, monitoring, surveillance and setting limitations of the district provided 1:1 devices.

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.

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

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

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

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

Usage data will also be tracked for various applications through our monitoring and email filtering software. Trackable information includes, and is not limited to, sign-ins, time in apps, website visits, content blocked, firewall protection, and phishing attempts. We will know that we were successful with this goal if we see a percentage increase in blocked attempts to infiltrate our systems. We want to have an internet monitoring service in place for teachers and parents to improve the control they have of the district provided devices. We will be successful if the district can see increased usage of tools like GoGuardian both in the classroom and by parents.

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,

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IV. Action Plan - Goal 3

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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	Constantly assess and evaluate cybersecurity configurations and current security threats	Assistant Superintendent	IT Staff	06/27/2025	250000
Action Step 2	Infrastructure	Update group policies, firewall settings, web-filters, email security software and install a monitoring service, such as GoGuardian to provide the school community with tools to supervise students while on the internet.	Assistant Superintendent	IT Staff	06/27/2025	10000
Action Step 3	Professional Development	Provide teachers and parents with training on using the internet monitoring and management tools.	Curriculum and Instruction Leader	Instructional Technology Staff	06/27/2025	10000
Action Step 4	Implementation	Roll out and utilize the improved hardware and software capabilities across the district	Classroom Teacher	IT Staff	06/27/2025	100000

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)

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

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

Yes

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IV. Action Plan - Goal 4

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1. Enter Goal 4 below:

Offer staff continuous professional development programs that are structured to facilitate the implementation and best practices of educational technology.

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

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

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

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

The District utilizes Google Forms, usage logs and surveys to gather information from parents, students, teachers and administrators to evaluate the needs and progress of our initiatives. This information is also obtained by district administration observing within the classroom setting. We will track professional learning on the Frontline system to monitor the quantity of training provided and quantity of teachers that attended these workshops. The surveys and staff evaluation forms will provide data as to the effectiveness and the usefulness of the workshops. This information will be evaluated to determine if we provided enough quality, relevant professional learning opportunities for our staff.

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IV. Action Plan - Goal 4

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6. List the action steps that correspond to Goal #4 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Professional Development	All faculty and staff will participate in professional development that is based on grade level/content area standards and technology standards through our BOCES model schools days and Plainedge Teacher's Center.	Superintendent	All Staff	06/28/2024	20000
Action Step 2	Professional Development	Teachers will attend, apply and sustain skills and practices learned in ongoing professional development.	Building Principal	Teachers	06/28/2024	0
Action Step 3	Collaboration	Teachers will collaborate to construct knowledge and share ideas.	Curriculum and Instruction Leader	Teachers	06/28/2025	0
Action Step 4	Curriculum	Teachers will promote and model digital citizenship and responsibility to students.	Classroom Teacher	N/A	06/28/2025	5000

7. This question is optional.

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

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

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IV. Action Plan - Goal 4

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	(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 fifth goal?

Yes

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IV. Action Plan - Goal 5

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1. Enter Goal 5 below:

Enhance hardware, processes and protocols for supporting learning in the school building, remotely and hybrid.

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

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

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

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

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

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

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

We will be able to evaluate this goal by assessing our ability to offer remote or hybrid instruction in each classroom on demand. We will be successful if every classroom can be used for both scenarios of teaching and learning.

6. List the action steps that correspond to Goal #5 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 5

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Purchasing	Purchase the proper hardware and software needed to provide students and teachers with a seamless learning environment whether they are in the classroom or tuned in remotely. Some software includes GoGuardian, Classlink, Google Workspace for education and other instructional tools. Hardware includes Poly-units, cameras, and upgraded bandwidth for high traffic video conferencing.	Assistant Superintendent	IT Staff	06/27/2023	65000
Action Step 2	Infrastructure	Implementation of the improved infrastructure to allow and support increased bandwidth, and the integration of streaming software, cameras, and conferencing.	Business Official	Deputy Superintendent	06/27/2024	120000
Action Step 3	Professional Development	Teachers will attend, apply and sustain skills and practices learned in ongoing professional development related to the implementation of technology for supporting learning practices using the online tools provided.	Curriculum and Instruction Leader	Instructional / PD coach	06/27/2025	3500
Action Step 4	Policy/Protocols	Creation of set policies and procedures for the school community to follow when using the	Superintendent	Deputy Superintendent	06/27/2025	0

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IV. Action Plan - Goal 5

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		software and hardware provided for instruction.				

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #5 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.

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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 interwoven into every classroom, through the use of Google classroom, and Google workspace as the learning management system. Additionally the district has implemented a single sign on portal to provide the school community efficient access to resources and software that is used on a daily basis. Students will focus on New York State Next Generation Learning Standards both individually and collaboratively in the classroom on their computers. Teachers use technology tools to provide content, to communicate to students and parents, monitor devices, to grade assignments, deliver assessments, individualize instruction, track student progress, and even to play educational games. In conjunction, students follow suit and have learned that their device is to be used for school related purposes, and they demonstrate their ability to use district provided technology to communicate, present, collaborate, research, inquire and track information.

- 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.**

This instructional technology plan builds on the foundations of the previous plan accomplishments and has been designed to develop more strategies to address equity and access. Plainedge school district improved access by rolling out the 1:1 chromebook program with new hardware to deliver hybrid instruction seamlessly. The school district enhanced wifi access and bandwidth in all of its physical locations and will expand access points to many outdoor spaces so students and staff have access to the internet while on school district property. Next school year we will be using ECF funding to install wifi access points on the school buses so students can access their Google classroom and begin to work on homework on their commute home. This funding will also allow us to invest in newer chromebooks for several grade levels so older models can be cycled out. This will be a yearly cycle, to spread the cost burden out over time, it will also allow technical support staff access to swap out broken devices with newer ones throughout the school year, to also mitigate potential supply chain issues. Similar to past years, IT technical support staff is available to district employees and students, this technology plan is expanding additional support to families off campus. Support tickets will be able to be entered by parents to receive educational related support at home. The district has also implemented an internet monitoring service, GoGuardian, so parents can review content, and access time related to their children. If families have internet connectivity issues we will be partnering with our local service providers to establish internet access for our students.

- 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.**

As part of the technology planning process, the district solicited feedback from the Special Education department as to how to best address the needs of students with disabilities. The district also presented the Technology Plan / Roadmap to the Board of Education during its public session in order to solicit feedback. The Board of Education adopted the plan at its public session. Goal 6 of the Technology Plan states that the district will have curriculum integration with flexible learning paths.

These goals are intended to capture the unique needs of every child district-wide including our students with disabilities. We also offer specialized software for Students with disabilities including System 44, Learning Ally, Teaching Strategies, Hear Builder, SymbolStix, Read 180, and other adaptive technologies to meet the needs of all students. Teachers use technology to address accessibility and to differentiate, modify and accommodate the instruction of students with disabilities by using assistive reading devices and apps on ipads

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V. NYSED Initiatives Alignment

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to help with conceptualization. Media is used to visualize and communicate ideas and experiences as well as provide a creative outlet. Math concepts are practiced using tools like IXL and Go math to allow students to practice and track accomplishments.

In the District's Technology Roadmap adopted by the Board of Education - Technology Goal #7 is to Provide Personalized & Blended Learning Environments and shall be available to target instruction for students using a variety of assessment data. Blended learning and online learning will allow for the delivery of, access to, and interaction with content in a convenient way that will promote learning and connected resources for all learners. Students will have personalized learning experiences targeted to that student's need based on assessments. For example, the District uses Apps to individualize instruction for grades 4 and 5. We also used tools such as Read 180 which uses blended learning for ELL and struggling learners in Grades 4-12 as well as IXL for mathematics instruction.

The Special Education Department as part of the CSE process (which takes place throughout the year) will identify and specify on a child's IEP the appropriate assistive technologies for that particular student's needs. Adaptive technology will be provided as per a child's IEP.

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 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 |

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<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

7B. If Yes, check one below:

In the 5 languages most commonly spoken in the district

7C. 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.

- Technology to support writers in the
- Multiple ways of assessing student learning

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<input type="checkbox"/> elementary classroom	<input type="checkbox"/> 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 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	

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 type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district.	<input 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 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 checked="" type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students	<input 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	<input type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.

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<p>who indicate possible homelessness and/or housing insecurity</p> <p><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.</p> <p><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.</p> <p><input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.</p> <p><input type="checkbox"/></p> <p>Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.</p>	<p>insecurity.</p> <p><input 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.</p> <p><input type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for</p> <p><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)./</p> <p><input type="checkbox"/> Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.</p>	<p><input type="checkbox"/> Offer a technology/support hotline during flexible hours.</p> <p><input type="checkbox"/> Make sure technology/support is offered in multiple languages.</p> <p><input type="checkbox"/> Other (Please identify in Question 9a, below)</p>
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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.

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

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

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

d) The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and

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language proficiencies.

- e) The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.
- f) The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- g) Other (please identify in Question 10a, below)

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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	1.00
Instructional Support	9.00
Technical Support	5.00
Totals:	15.00

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	Internet Connectivity	Wifi / Ethernet / mobile 5G	140,000	One-time	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column,	NA

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					to the right) <input type="checkbox"/> N/A	
2	Network and Infrastructure	Chromebooks / Hardware upgrades / replacement / maintenance	760,000	One-time	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	NA
3	Other (please identify in next column, to the right)	Construction and hardware for STREAM center and Planetarium	2,100,000	One-time	<input 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	100,000 coming from SSBA

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
4	Instructional and Administrative Software	SIS / HR and management software	365,000	One-time	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	NA
Totals:			3,365,000			

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

Yes

4. Districts are required to post either the responses to this survey or a more comprehensive technology plan that

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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.plainedgeschools.org/administration/instructional-technology>

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

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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 checked="" type="checkbox"/> Engaging School Community through Technology	<input type="checkbox"/> Policy, Planning, and Leadership
<input checked="" type="checkbox"/> Active Learning Spaces/Makerspaces	<input type="checkbox"/> English Language Learner	<input checked="" 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 checked="" type="checkbox"/> Infrastructure	<input checked="" type="checkbox"/> Technology Support
<input checked="" type="checkbox"/> Data Privacy and Security	<input type="checkbox"/> OER and Digital Content	<input checked="" 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

1B. If you selected 'Other Topic A' above, please describe in a few words the topic of your district's innovative program.

Television Studio

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	Lisa Depaola	Assistant Superintendent of Curriculum and Instruction	lisa.depaola@plainedgeschools.org	<input type="checkbox"/> 1:1 Device Program <input checked="" 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

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	Name of Contact Person	Title	Email Address	Innovative Programs
				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 Learning <input type="checkbox"/> Policy, Planning, and Leadership <input checked="" type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input checked="" 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	Dr Guy Le Vaillant	Deputy Superintendent	glevaillant@plainedgeschools.org	<input checked="" type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms

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	Name of Contact Person	Title	Email Address	Innovative Programs
				<input type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input checked="" type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and Learning with Technology <input checked="" 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 checked="" type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B

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	Name of Contact Person	Title	Email Address	Innovative Programs
				<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/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 Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education

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	Name of Contact Person	Title	Email Address	Innovative Programs
				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/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 Learning

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	Name of Contact Person	Title	Email Address	Innovative Programs
				<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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