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

   Brett Hasbrouck

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

   Director of Technology

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

2022-2025 Instructional Technology Plan - 2021

II. Strategic Technology Planning

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

   Inspired by a tradition of excellence and a spirit of continuous improvement, the Spackenkill School District will provide all of our students with the academic and social skills necessary to pursue their goals and become responsible citizens in an interdependent global community.

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

   A tradition of excellence with a vision for tomorrow. It is our mission to provide students in Spackenkill with a technology rich learning environment from Kindergarten to graduation. Students will be exposed to devices, programs and knowledge to prepare themselves for the 21st century. Through the use of technology in schools, students will be encouraged to be empowered learners, digital citizens, computational thinkers, creative communicators, and global collaborators.

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 District technology integrator facilitates regular building-level technology committees in which issues covered by the tech plan are brought up. Topics including software and hardware. Instructional approaches are assessed, discussed, and analyzed.
   In addition, she works closely with the technology fellows who are leaders in the district pertaining to the implementation of instructional technology. Fellows trial new tools and ideas and provide turn-key training. Stakeholders will include, District administrators, as well as, committee members, teachers, support staff, and technology fellows.
   The planning process took place approximately once a week, allowing for flexibility with schedules and snow days. These meetings took place over several weeks. New sections were tackled at each session. Feedback from previous topics and tech committee meetings were discussed. Changes were agreed upon and incorporated into the tech plan.

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

   Although we have been through "full remote" learning due to a global pandemic, our goals and values as a school district have not changed. We certainly have more things to take into consideration now in order to achieve those goals. This plan continues our strive for excellence for all of our students while also ensuring that we have the flexibility to do that in new and various ways. Being able to shift from in-person instruction to all remote instruction is key to enabling our staff and students the ability to teach and learn in an ever changing environment. Keeping our data and our networks safe while providing remote access to needed information is also a top priority. Ensuring that we have knowledgeable and well trained staff to guide our students to success and to do so in a safe, secure online environment is what this plan is geared towards helping us do as a team.

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

   The district's technology plan reflects a shift to ensuring that instruction can continue in the event that we need to shift to remote instruction. As we're renewing this plan we're dealing with staff shortages not only in the instructional staff but also with support staff. If the buses can't pick up the students in the morning then we need to switch to remote learning. Oftentimes we don't have any warning of a significant rise in the need of our support staff to quarantine or in positive cases.
   During the COVID pandemic we purchased Wifi hot spots, and additional Chromebooks in order to insure equitable access to instruction for all of our students. Instructional learning shifted based on COVID cases locally and on a per classroom and per building basis. Devices were picked up and dropped off by parents. Parents were also provided instructional documents in order to help them navigate the online learning environment.
   Being able to switch gears on the morning of the staff shortage is something that requires a lot of planning and forethought. This plan intends to show how the technology usage and purchases are being made with those goals in mind. Training and cyber security are important pieces of that puzzle. Live and on demand training was made available to all staff on both new and current software tools and platforms that enhanced online learning.
   We are well aware that malicious actors are targeting our nation's schools and keeping remote learning safe and secure is an important responsibility for all school districts.

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.**

Professional development is an ongoing district goal. Capacity is determined be reviewing usage reports and classroom observations. Continuous improvement to teachers' instructional technology capacity is essential in education. In our district we accomplish this goal by offering monthly teacher professional development workshops before and after school and offer a Virtual Tech Academy that provides targeted, needs-based, and personalized professional development based on each teacher's capacity and interest. The Tech Academy runs the last week of August before teachers return to school. This gives teachers the opportunity to explore new tools, brush up on old ones and feel confident as they enter the school year. In addition to these opportunities, we offer asynchronous learning courses through the district and also through many of our software platforms. These courses meet the teachers at their level and provide them the convenience of professional development at their pace. Lastly, our tech fellows program offers yearly individual coaching with our technology integration specialist. Plan effectiveness will be determined by classroom observations and vendor usage data review.

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

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:

    Moderately

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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1. **Enter Goal 1 below:**

    Cyber Security

    Due to increased activity by malicious actors around the world and direct targeting of public school districts, an increased focus on cyber security and the protection of data should be a part of any technology plan. Our district has made a concerted effort to increase our cyber defenses and mitigation efforts. However, we still have more work to do. Cyber security is ever changing. Over the next three years we will be looking to increase awareness of various malicious activities that we all need to be on the lookout for.

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

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

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

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

    The metrics that will be used for this plan are listed below. We will be striving for 100% for these metrics.
    - % of staff using two factor authentication
    - % devices using current versions of OS & software
    - % of staff completing the KnowBe4 Cyber Security training materials
    -% students receiving cyber security awareness instruction

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

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	We will discuss the details of when we want to implement the changes needed to reach our goals	Director of Technology	Assistant Superintendent	06/30/2022	0
Action Step 2	Communications	Set expectations and deadlines	Other (please identify in Column 5)	All District Administration	10/03/2022	0
Action Step 3	Implementation	Change configurations, enforce technical requirements, provide support	Director of Technology	Assistant Superintendent	10/04/2022	$15,000
Action Step 4	Evaluation	Evaluate the metrics at least twice a year and adjust accordingly	Other (please identify in Column 5)	All District Administration	06/30/2024	0

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

	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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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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1. **Enter Goal 2 below:**

    Professional Development
    For this goal we want to advance teacher's technology skills by providing continuous professional development to ensure our educators are proficient in the integration of technology. We will also continue to provide opportunities for staff to learn new tools and provide differentiated lessons to meet students at their level.
    This goal will be measured using classroom observations, PD hours, and softrware analytics.

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

    Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies

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

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

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

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

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

    This goal will be measured using the following metrics:
    - Classroom observations
    - PD hours
    - Software analytics: Upon review we will determine if that software will continue to be 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, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Determine the changes pr additions needed to current PD offerings	Instructional Technology Coach	Assistant Superintedent	10/03/2022	0
Action Step 2	Professional Development	Conduct training, in-class instruction, guidance for teachers on outside PD opportunities, organize vendor provided trainings	Instructional Technology Coach	Assistant Superintedent	06/30/2025	10000
Action Step 3	Evaluation	Evaluate progress towards our goals annually using the goal metrics	Assistant Superintendent	Instructional Technology Coach	06/30/2025	0
Action Step 4	N/A	n/a	N/A	n/a	06/30/2025	n/a

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

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

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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1. **Enter Goal 3 below:**

   Assess and evaluate current and new CAI software solutions
   We have established a committee and have begun the process of identifying and evaluating our various CAI learning platforms, such as NWEA Maps, Lexia, IXL, among others. Our goal is to find an all-encompassing program that will give teachers and administrators actionable student growth data as well one that creates individual learning pathways for students; another quality is that the program(s) be ones that are easily used by both teachers and students.

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

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

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

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

   Achievement of this goal can be measured by the following metrics:
   - Usage Increase; increased usage of the software/services/tools and the student growth data provided as compared with the usage of current or previous software/services/tools/data
   - Cost savings; combining a few separate tools into one tool that does all the same things will likely lead to a cost savings for the district
   - Complexity reduction; Having an all-in-one solution will reduce the problems and complexities involved in trying to sync users and data from one source to another

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

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Collaboration	Form a committee to evaluate our current software and tools. Look at usage, identify challenges of current solutions. Explore better alternatives	Assistant Superintendent	Instructional Technology Coach	12/30/2022	0
Action Step 2	Planning	Identify alternative solutions and trial those tools for evaluation. etermine if the tools evaluated are an improvement from our current tools; determine a time frame and budget for purchase	Assistant Superintendent	Instructional Technology Coach	06/30/2023	5000
Action Step 3	Implementation	Schedule the switch from the old tools to the new tools; setup training on the new tools	Assistant Superintendent	Instructional Technology Coach	12/31/2023	20000
Action Step 4	Evaluation	Use goal metrics to evaluate the effectiveness of new program/service	Assistant Superintendent	Instructional Technology Coach	06/30/2024	0

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

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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

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

No

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

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.**

   The district's use of instructional technology will support academic standards by providing students a means to show their understanding of concepts digitally. Students can now use online resources and programs to do more project based learning. Students have become more engaged learners with the implementation of Chromebooks in our district. Teachers use technology to support and differentiate curriculum for their students to ensure student academic acheivement and personal growth.

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 is fully 1:1 since the Pandemic, so every student has access to a device. Our third through 12th grade students take those devices home every night for use at home for homework, studying, research, and projects. We are also in the middle of upgrading our wireless network in all of our buildings to ensure a fast and reliable experience for our staff and students. While all of our students have internet access at home, we do have a handful of MiFi devices that can be loaned out to students & families when needed. We also now offer tech support by phone during school hours. Anyone that is not able to come into the buildings can call in and get help with most issues over the phone.

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.**

   Students with disabilities have access to specific programs such as Read and Write, Speech to Text, Text to Speech, Word prediction software, books available on the computer, and organizational tools. Access to these tools give Students with Disabilities learning opportunities that are right at grade level with their peers. These tools will read text for students that might be above their reading level, give them the opportunity to voice their thoughts so they can get them written without being held back, and allow students who have difficulty writing to help them choose words that are spelled correctly. All of these tools help these struggling learners be more successful in their classes.

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

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

V. NYSED Initiatives Alignment

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

☑ Technology to support writers in the elementary classroom

☑ Technology to support writers in the secondary classroom

☑ Research, writing and technology in a digital world

☑ Enhancing children's vocabulary development with technology

☑ Reading strategies through technology for students with disabilities

☑ Choosing assistive technology for instructional purposes in the special education classroom

☑ Using technology to differentiate instruction in the special education classroom

☑ Using technology as a way for students with disabilities to demonstrate their knowledge and skills

☑ Multiple ways of assessing student learning through technology

☑ Electronic communication and collaboration

☑ Promotion of model digital citizenship and responsibility

☑ Integrating technology and curriculum across core content areas

☑ Helping students with disabilities to connect with the world

☐ Other (please identify in Question 5a, below)

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

☑ Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through class website or learning management system).

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

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

☑ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.

☑ Home language dictionaries and translation programs are provided through technology.

☑ Hardware that supports ELL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.

☑ Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.

☑ Learning games and other interactive software are used to supplement instruction.

☐ Other (Please identify in Question 6a, below)

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

Yes

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

In the 5 languages most commonly spoken in the district

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

(No Response)

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

☑ Technology to support writers in the elementary classroom

☑ Technology to support writers in the secondary classroom

☑ Research, writing and technology in a digital world

☑ Writing and technology workshop for teachers

☑ Enhancing children's vocabulary development with technology

☑ Writer's workshop in the Bilingual classroom

☑ Reading strategies for English Language Learners

☑ Moving from learning letters to learning to read

☑ The power of technology to support language acquisition

☑ Using technology to differentiate instruction in the language classroom

☑ Multiple ways of assessing student learning through technology

☑ Electronic communication and collaboration

☑ Promotion of model digital citizenship and responsibility

☑ Integrating technology and curriculum across core content areas

☑ Web authoring tools

☑ Helping students connect with the world

☑ The interactive whiteboard and language learning

☑ Use camera for documentation

☐ Other (please identify in Question 8a, below)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

☐ Provide online mentoring programs.

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

☐ Offer a technology/support hotline during flexible hours.

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

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

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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

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

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

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

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

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

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

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

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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	1.00
Technical Support	4.00
Totals:	**6.00**

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	Desktops, laptops, chromebooks, printers, Interactive Displays	600,000	One-time	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☑ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☑ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	n/a
2	Internet Connectivity	connection to the internet	240,000	Annual	☑ BOCES Co-Ser purchase ☐ District Operating Budget ☐ 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 ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Network and Infrastructure	Internal LAN equipment and wireless access points	200,000	One-time	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☑ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	n/a
4	Instructional and Administrative Software	Includes ALL software and licensing needed to run a public school system. BOCES Co-Sers, State Aid, and volume discounts used where possible and appropriate.	1,800,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☑ 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
					☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
Totals:			**2,840,000**			

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 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.**

www.spackenkillschools.org/...
The rest will be filled in when this plan is finalized, approved, and posted.

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

   ☑ 1:1 Device Program
   ☑ Active Learning Spaces/Makerspaces
   ☑ Blended and/or Flipped Classrooms
   ☐ Culturally Responsive Instruction with Technology
   ☐ Data Privacy and Security
   ☐ Digital Equity Initiatives
   ☐ Digital Fluency Standards

   ☐ Engaging School Community through Technology
   ☐ English Language Learner
   ☑ Instruction and Learning with Technology
   ☐ Infrastructure
   ☑ OER and Digital Content
   ☑ Online Learning
   ☐ Personalized Learning

   ☐ Policy, Planning, and Leadership
   ☑ Professional Development / Professional Learning
   ☐ Special Education Instruction and Learning with Technology
   ☐ Technology Support
   ☐ Other Topic A
   ☐ Other Topic B
   ☐ Other Topic C

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	Kim Scoralick	Teacher	kim.scoralick@sufsdny.org	☑ 1:1 Device Program ☑ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☑ Instruction and Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Betsy Marchesona	Librarian	elizabeth.marchesona@sufsdny.org	☐ 1:1 Device Program
				☐ Active Learning Spaces/Makerspaces
				☐ Blended and/or Flipped Classrooms
				☐ Culturally Responsive Instruction with Technology
				☐ Data Privacy and Security
				☐ Digital Equity Initiatives
				☐ Digital Fluency Standards
				☐ Engaging School Community through Technology
				☐ English Language Learner
				☐ Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology ☐ Infrastructure ☑ OER and Digital Content ☐ Online Learning ☐ Personalized Learning ☐ Policy, Planning, and Leadership ☐ Professional Development / Professional Learning ☐ Special Education Instruction and Learning with Technology ☐ Technology Support ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C
Please complete all columns	Marcella Byrne	Instructional Technology integrator	marcella.byrne@sufsdny.org	☑ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☑ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☑ Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☑ Online Learning ☑ Personalized Learning ☐ Policy, Planning, and Leadership ☑ Professional Development / Professional Learning ☐ Special Education Instruction and Learning with Technology ☐ Technology Support ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C
Please complete all columns	Alex Flint	Teacher	alex.flint@sufsdny.org	☐ 1:1 Device Program ☑ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and

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

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