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?**

Mark Cannet

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

Director of Technology

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

The Mt. Sinai School Districts Mission statement is as follows:

Our mission is to provide all students with an excellent academic environment that will ensure all learners reach their highest potential. Our learning community will provide an academic environment in which each student will develop curiosity, engage in problem solving strategies, and employ critical thinking skills. Our goal is to enable each learner to acquire 21st century skills and knowledge, develop strong work habits and a healthy lifestyle, become independent thinkers, gain an appreciation of the arts and a proficiency in technology. Our teachers shall collaborate with each other and professionally develop to meet the challenges of an academically evolving and challenging environment. We will promote a climate that fosters tolerance, respect, integrity and which leads students on a path to become lifelong learners and good citizens.

CORE BELIEFS

• The students are our community's most valuable asset.

• This school district is a reflection of its community and the community is a reflection of the high standards of the district. Both must work together to ensure quality education for all.

• The educational program is based on a culture of respect, trust, professionalism and strong leadership.

• Excellence in learning is directly related to excellence in teaching. All adults should share the vision, invest in its attainment, align their work and work collaboratively with colleagues, families and the community.

• All students should have their learning needs accommodated by differentiated instruction and other accommodations as needed or prescribed.

• It is our expectation that all who enter district properties and buildings will be highly respectful of the faculty, staff and facilities. In turn they will be treated respectfully.

GOALS

Educational Excellence

Provide an engaging and high standards learning environment that meets students' needs and provides scholastic opportunities for all students to meet their individual levels of excellence.

Fiscal Responsibility

Demonstrate an understanding and application of fiscal responsibility, which recognizes the tax burden on our community and maintains the district's long-term financial health while meeting our district's priorities.

Leadership

Facilitate a district wide culture that fosters growth, creativity and an individual responsibility to meet the district's vision of an exemplary educational community.

Communication

Provide timely information to our parents, students and community at large in a consistent, reliable manner regarding opportunities, achievements and events at all levels.

Technology

Implement strategic planning to utilize technology resources to meet the highest level of student achievement.

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

All students should have equitable access to technology in order to enhance their learning experience. The District believes that by providing and supporting students and teachers in this endeavor we will create well rounded, technology savvy citizens.

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 planning process for this 3 year ITP started out with training sessions with our local BOCES - Eastern Suffolk in the winter of 2021. Principal conversations were had with the director of technology surrounding their view of where they want to see the district advance with respect to Instructional Technology, these were informal meetings. Formally we reconveined our districts technology committee and expanded that to include additional teachers, parents and students. The technology committee already comprised the districts director of technology, director of MST, director of humanities, the Executive Director of Educational Services, technology staff developer and an administrative technology support person. The plan included breaking down the ITP and meeting weekly to discuss and review each section and subsections. Utilizing the blank template for the plan, we shared that out via Google and were able to collaborate on the plan sections outside of the meeting dates. The meetings were held to review work that has been done since the last meeting and set the targets to be worked on leading up to the next meeting. Work began in February 2022 and continued up until Plan submission. The technology committe thought of the goals listed in this plan that we align with the districts mission statement and included goals as well as aligning with state education department standards. Included in this process was the review of the prior ITP and evaluating how the district did in meeting those goals as well as evaluating how the district did during the COVID-19 pandemic and what new challenges and opportunities came out of that experience. The district also implemented a 1:1 initiative in the fall of 2021 and this brought about even more thoughts and ideas as to how to leverage that program to meet the needs of the students and meet the goals outlined by the board of education.

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

The prior plan included upgrading the infrastructure both wired and wireless to meet the standards of increased device capacity in the district to help all learners achieve their educational potential. Since the adoption of the prior plan the district has implemented a grades 1-12 1:1 initiative to even more meet the goals of the district. Part of this plan is to leverage remaining smart schools monies to supplement the previously implemented wireless infrastructure to meet the demands of a 1:1 initiative. This also shows how continual evaluation of systems and practices work - after evaluation of the initial wireless implementation we discovered the need for additional wireless capacity due to the increase in devices being used.

In the previous plan, important infrastructure was introduced, including stronger wifi, greater bandwidth, important cyber-security measures, and 1:1 devices. Our district is now looking to build on these developments and engage students in new learning opportunities, develop greater digital citizenship and best provide an adaptable system capable of meeting the needs of today's demands. Students are engaged in a multitude of online learning environments, such as Google Classroom, IXL, and Pearson/Savvas, both in and out of school, which have helped to create new modes of learning for students. However, with the added ease of access comes the need for technologically enhanced learning environments, monitoring tools and cyber-security training to ensure the foundation developed in the previous plan is utilized to its full potential.

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

The recent introduction of 1:1 devices and the increased use of digital platforms for learning is a reflection on our district's desire to be able to educate our students remotely when necessary. Both online and blended learning opportunities have become commonplace through programs like Google Classroom, where teachers organize class content while under quarantine, but continue to offer course structure digitally even after in-person learning has resumed. The district made devices accessible to families of students that lacked access to technology while under home instruction, using school libraries as deployment centers. Professional development has been given to train staff in how to utilize Google Classroom and flip instruction using Screencastify. Students are learning through educational programs like, Castle Learning, EdPuzzle, Gimkit, Quizlet, Mastering Physics/Chemistry, etc., which can now be used in classrooms to great effect using student devices. A parent serves on the technology committee to help develop this plan of action.

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.**

Mount Sinai has a robust Professional Development Plan which includes a full-time Technology Staff Developer. Professional development is provided in the form of:

• Superintendent Conference Day Workshops

• Hardware and software training for the technical staff

• Approval of graduate level or in-service technology courses (for credit)

• Summer workshops (for credit/stipend)

• Out of district conferences

• Outside consultants (BOCES, Right Reason, AIMSweb, etc.)

• Release time for out-of-district observation

• A full-time staff developer provides daily support, training, scheduled workshops, etc.

Professional development opportunities for the staff are identified by the Technology Committee through observations / informal assessments and staff input (via surveys). One of the goals of this committee is to develop new strategies and projects to meet the needs of our staff and students.

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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:

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:

Significantly

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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1. **Enter Goal 1 below:**

Implement a system to monitor student use of technology in real time during classroom hours. A solution to help students stay on task and allows teachers to maximize time for a given lesson or project.

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

IV. Action Plan - Goal 1

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

Teachers and administrators will have access to software that can be used to monitor student work and usage on 1:1 devices. With the introduction of our 1:1 initiative we are in need of a management solution to help keep students on task while giving the teachers the ability to control internet access and view student screens to keep them on track as well as to help students who are in need of it. This management platform would also extend beyond the classroom if students were to be on home/remote instruction. The evaluation of it's effectiveness will be performed by the classroom teachers on a day to day basis. They will be able to see the students staying on task as well as keeping them focused. Building Administrators will be able to view usage reports from within that system to see how many teachers are utilizing the program as well as what types of websites students are (trying) to visit.

This goal will be met when all students (100%) can be kept on task throughout the entire instructional period. If a teacher finds students off task and has the ability to prevent them from accessing distracting websites or programs every time there is an occurance, the purpose of this software will have been met. If teachers are unable to monitor students remotely and/or unable to limit access to particular resources, the software will be reevaluated. For example, if a teacher reports that they cannot see one of their students' screens during instructional time, or if a teacher can see that a student is off task via the software, but are unable to deny that student access, the purpose of this monitoring software will not have been met.

Teachers will be encouraged to utilize the software any time they are incorporating the 1:1 devices in their lessons. To do so, 100% of the teachers in the district will have access and training in how to use this software.

The particular software package we are looking at is GoGuardian. GoGuardian has built in reports that teachers can utilize to see how on task their students are or where they were browsing to. Administrators have access to reports to view teacher usage including number of sessions, hours spent and a rough estimate of dollars saved on instructional time. IT will have access to all statistical data that combined will help determine it's effectiveness such as reports of student web searches and history. These reports, which can be scheduled or run on demand will show if this product is effectively blocking unwanted sites such as social medial, games or other sites that would distract students from learning and staying on task.

We anticipate in year one we will have 75%-85% of our Middle School Teachers utilizing the "teacher module" of the product by the end of the first year. For the HS and Elementary school, we anticipate 30%-40% of teachers to use the "teacher module" of the software by the end of the first year. We anticipate those numbers to increase each year with the increase use of the 1:1 devices in the classroom and continued professional development and peer coaching. We anticipate by year 3, 100% of the teachers who utilize the 1:1 devices in the classroom have the need for more control will be using the "teacher module". To clarify, not all teachers use the 1:1 devices such as physical education, art, music, etc. Some teachers work with a small group of students and may not have the need for additional controls as they are in a more intimate setting and can more easily keep students on track.

Additionally, we will poll the teachers throughout the year to see how the product is performing with both formal and informal surveys. Administrators will discuss data of the product at Administrator meetings throughout the year. The technology committee will also continue to evaluate the product with the use of all the reports and surveys listed above.

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	Budgeting	Get quotes and proposals and budget to purchase the solution	Director of Technology	N/A	05/18/2023	18,000
Action Step 2	Implementation	Implementation - work with vendor on how to roll out and configure the solution to meet our needs. This will require setting policies in both Google Admin Console and Active Directory.	Director of Technology	Instructional Technology Coach	06/23/2023	0
Action Step 3	Professional Development	Provide professional development for our teachers via our instructional technology coach as well as vendor trainings.	Instructional Technology Coach	Technology Director	06/23/2023	0
Action Step 4	N/A	N/A	N/A	N/A	06/30/2021	N/A

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)

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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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1.   **Enter Goal 2 below:**

Provide students with technology tools and resources that support purposeful, equitable access to learning opportunities which:facilitates student ownership and independence, prepares safe, 21st century citizens.,

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
☐ Middle School	prevention or credit recovery programs
☐ High School	☐ Students who do not have adequate access to
☐ Students with Disabilities	computing devices and/or high-speed internet at
☐ English Language Learners	their places of residence
☐ Students who are migratory or seasonal	☐ Students who do not have internet access at
farmworkers, or children of such workers	their place of residence
☐ Students experiencing homelessness and/or	☐ Students in foster care
housing 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

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

Observations of teachers by Administrators (informal/formal) will display how well the teachers are using technology in the classroom as well see how the students are using that technology i.e are they careful with handling the device are they staying on task, etc.

With Instructional Rounds, we create a Problem of Practice. That problem that we focus on during rounds is revisited when we debrief and recorded and discussed at the following Round. The purpose of this is to provide evidence of our focus for Rounds as well as data to drive future Problems of Practice. One that we have focused on this past year has been the 1:1 initiative. Data collected and discussed during Rounds provides the administrator with a good idea of the percentage of teachers taking full advantage of the 1:1 initiative. It also provides us with data on what programs are being utilized in the classroom to engage students in learning such as IXL, Castle learning, Google Classroom, etc.

During departmental meetings, we often share a wealth of ideas regarding technological skills and enhancements for lessons since the 1:1 initiative. All teachers use Google Classroom and students have become adept at using the entire Google Suite. This has been and will continue to be measured through observations, discussions with teachers.

Software reporting of usage and student progress (IXL, castle learning, mastering physics/chemistry, savvas, etc.). Will provide evidence of not only 1:1 device usage and software subscription usage but will also help teachers evaluate student progress on a given subject matter and can differentiate instruction accordingly.

Librarians will continue to do cyber safety training each year through all grade levels at the beggining of every year. Computer teachers at the middel school level will incorporate digital safety in their curriculum as well in addition to teaching important skills such as word processing, typing, coding, etc.

Evidence that will demonstrate that students are taking care of their devices and becoming good digital citizens will be discipline referrals of cyber bullying or inappropriate use of technology. Specifically are we seeing a healthy year overr year decrease in such referrals. Help Desk tickets - are we seeing fewer damaged devices coming in from students year over year - this of course demonstrating that the student are taking more care of their own device.

In addition our physical asset inventory will keep track that every student has a 1:1 device, which of course is the goal. We will work with our PPS office to assist any student who does not have high speed internet access at home with mobile hotspots.

6. **List the action steps that correspond to Goal #2 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Implementation	Implement a robust network infrastructure to support a 1:1 environment	Director of Technology	N/A	06/23/2023	100,000
Action Step 2						

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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
	Curriculum	Provide age appropriate training on digital citizenship, password and identity security, anti bullying, care of device and maintenance	Library Media Specialist	Classroom Teacher	06/20/2025	0
Action Step 3	Curriculum	Increase exposure to STEAM related activities, equipment and software district wide across several disciplines using tools such as coding software, Robotics, Vernier probes, ozobots, vexkits, etc.	Curriculum and Instruction Leader	Instructional Technology Coach	06/20/2025	15,000
Action Step 4	N/A	N/A	N/A	N/A	06/30/2021	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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1.   **Enter Goal 3 below:**

Incorporate age appropriate STEAM related activities across all grade levels

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

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

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

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

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

Mt. Sinai rolled out it's 1:1 initiative in the 21-22 school year. The school has already had coding classes in the HS and science classes and Math classes already incorporated STEAM activities in it's curriculum. Over the life of this plan, Mt. Sinai is looking to add more to the STEAM offerings K-12. Mt. Sinai is looking to bring in Infento kits and other scientific probes as hardware and software components. Additionally, leveraging the 1:1 devices Mt. Sinai is looking to increase coding exposure across many of the grade levels. Additionally Mt. Sinai is looking to expand it's computer classes at the middel school level by hiring a new computer teacher for the high school and middle school. Computer skills, such as typing will be introduced at younger grade levels. With our in house staff developer and computer teachers Mt. Sinai will help teachers utilize the 1:1 devices using programs such as code.org, typing club and other STEAM related software subscriptions. Our building librarians currently offer STEM related activities but not across every grade level, this plan looks to expand this to all grade levels in an attempt to get the younger students more interested in STEAM courses.

This goal will be measured through a variety of metrics.

• Metrics and formative data from instructional software such as, codemonkey, code.org, typing club, etc. - this includes usage reports that administrators can run as well as student achievement and progress reports for the teachers to view. This will show that we are meeting this goal by evaluating how many students are using those programs and how proficient they are becoming.

• Computer course enrollment year to year will demonstrate increasing interest in technological courses. We are hoping that exposing younger students to STEAM related activities, such as coding, that they will gain an interest and want to take higher level courses as they get into high school. Our high school offers advanced coding classes, technology courses where students build boats and sheds and we are introducing infento pro kits to expand what the students can build upon and program. Mt. Sinai also offers a robotics club that is very young, so again, this is another measure of how well we are doing by having more students enroll in these types of courses over the next 3-5 years. Course requests for these programs year to year will be another measuring tool to make sure that students who want to pursue STEAM related courses in high school and beyond are available to them.

• Informal/formal assessment by teachers and/or administrators - Administrators can see that typing and coding and scientific probes are being utilized by teachers to give experience to the students in these areas. Post observations in which use of STEAM related activities will be discussed and enhanced when necessary.

Overall this goal is about exposing all K-12 students in the Mt. Sinai School District to STEAM related courses, activities, clubs such as computer club, robotics, to add to the high standards of academics and provide students with another avenue in their post high school life.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1		Follow K-6 scope and		Classroom Teacher	06/20/2	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Curriculum	sequence to enhance skills such as keyboarding, word processing	Curriculum and Instruction Leader		025	
Action Step 2	Curriculum	Introduce students K-6 students to coding skills utilizing ozobots, codemonkey, code.org	Curriculum and Instruction Leader	Instructional Technology Coach	06/20/2025	0
Action Step 3	Curriculum	Introduce robotics curriculum 9-12 using vex kits	Curriculum and Instruction Leader	N/A	06/19/2023	30,000
Action Step 4	Curriculum	Develop and implement grade 7 and 8 computer curriculum that enables students to apply technological skills by employing a well-versed computer teacher.	Superintendent	Building Principal	06/30/2025	80,000

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	Purchasing	Purchase Infento Pro Kits	Director of Technology	(No Response)	09/30/2022	9000
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 Respo	(No Response)

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

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

No

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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.**

Our district strives to improve learning environments and increase student success by integrating a variety of technology tools and resources across the curriculum. A lesson that incorporates technology tends to engage and excite students more so than the traditional lecture. With the advent of our 1:1 initiative we are striving to create an optimal learning environment to motivate even the most reluctant learner. Using these new devices, teachers could utilize a variety of tools to differentiate instruction for their students. Subscription based websites, such as Castle Learning, IXL, Raz-Kids, allows students to work at their own ability level, focusing on their specific academic needs. Many of these web resources are available in both the school and home so students can continue their studies on their own time. Additionally, the use of these devices would provide more opportunity for student based multimedia projects. Digital projects can be used across the curriculum and students of all abilities can participate. Students take ownership of their project by taking their own pictures, videos, and recording their voice. Each finished product is as unique as the student creating it. This type of project allows students to take control of their own learning, express themselves creatively,all while demonstrating their knowledge of the subject matter. Students that are visual learners greatly benefit from the use of document cameras. With the ability to project any object onto the screen, items such as HW assignments, books, science experiments, and math manipulatives, are quickly magnified for the entire class to see. Teachers can also use the document camera to take digital 'snapshots' of the item to be used in future lessons or uploaded to the classroom website for review. Expanding the school and home connection, our District offers students and teachers access to Microsoft Office 365 and Google Apps for Education. These cloud-based resources have increased our curriculum capabilities by providing easy access to software on virtually any internet connected device, as well as promoting collaborative learning environments and exposing students to the digital classroom experience. These web-based tools provide an interactive platform for learning and instruction that is hard to replicate using the standard textbook and worksheets. Our 1:1 devices will enable teachers to create more student centered projects using these cloud-based tools.

Our English Language Learners use technology in a variety of ways to help them participate in the general education curriculum. Web-based programs such as Castle Learning, IXL, Raz-Kids, can target each student's area of weakness. Multimedia resources such as BrainPop and Discovery Learning reinforce both academic concepts and language acquisition in a visual and auditory way. Providing access to these web-based tools both in school and at home allows ELL students to work at their own pace and review more difficult content as many times as they need to. In addition, using their 1:1 device create multimedia projects allows ELL students to take ownership of their work while working at a pace that works best for them. Students could practice their speaking skills by including audio recordings of themselves. The computer's translation tools would be helpful when conducting research for their project. These methods are just some of the ways that our teachers can support their ELL students. With the addition of the 1:1 initiative and language acquisition related apps, the opportunity for ELL students to practice the English language is further enhanced.

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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.

In 2021, a 1:1 initiative was implemented for all students K-12 and was completed January 2022. All students now have acces to personal devices and internet access at school and have the ability to take these devices home. Those students who may have issues gaining internet access at home can contact the district to rectify connectivity problems. If need be, students can also access the internet from one of two local libraries.

The wifi infrastructure was upgraded with the Smart Schools Bond Act. Now with the implementation of the 1:1 initiative, we are looking to expand that capacity to support the increased number of devices and provide learning opportunities inside all buildings and across campus grounds. Additionally, the internet bandwidth and access points have been increased to support the added devices. We will continue to monitor network infrastructure and internet bandwidth usage to determine if changes are needed.

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.**

Teachers can use technology to individualize and differentiate instruction for students who need the assistance and support. For example, features on the device can be used to assist students by enlarging print, speech to text feature, etc.. There are differentiated technological instructional tools available for teachers to use to assist students with disabilities in multiple areas of learning difficulty. For example, students can use Bookshare to have audio access to their textbooks. Classroom accommodations on an IEP can be provided through technology. For example, a student who is entitled to a copy of the class note as per their IEP, can have easy access to this when it is posted on the teacher's GoogleClassroom. Technology often increases student's attention to tasks which is beneficial for students that have attention difficulties or can be used as part of their positive reinforcement behavioral plan.

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)

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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)

   6a. **If 'Other' was selected in Question 6 above, please explain here.**

   Go ELL! - Literacy library that contains technoogy projects and interactive read-alouds.

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

> Yes

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

> In the 5 languages most commonly spoken in the district

7b. **If 'Other' was selected in 7a, above, please explain here.**
(No Response)

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

☑ 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

☑ 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)./

☑ 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)

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clarify enrollment instructions.	☑ Technology is used to
☐ Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.	provide additional ways to access key content, such as providing videos or other
☑ Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.	visuals to supplement verbal or written instruction or content.

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 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)

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

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1. **Staff Plan**

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	1.00
Technical Support	3.00
Totals:	**5.00**

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	Instructional and Administrative Software	N/A	77,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☑ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column,	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
					to the right) ☐ N/A	
2	Internet Connectivity	Firewalls, Security, Wireless access, and Content Filtering	75,000	Annual	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☑ E-Rate ☐ Grants ☐ Instructional Materials Aid ☑ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
3	End User Computing Devices	N/A	100,000	One-time	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional	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
					Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
4	Other (please identify in next column, to the right)	Robotics, vex kits, Lego kits, probes	65,000	Both	☐ 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
Totals:			**317,000**			

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

Not Applicable

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

https://www.mtsinai.k12.ny.us/our_district/district_policies__procedures

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

☐ 1:1 Device Program	☐ Engaging School Community through Technology	☐ Policy, Planning, and Leadership
☐ Active Learning Spaces/Makerspaces	☐ English Language Learner	☐ Professional Development / Professional Learning
☐ Blended and/or Flipped Classrooms	☐ Instruction and Learning with Technology	☐ Special Education Instruction and Learning with Technology
☐ Culturally Responsive Instruction with Technology	☐ Infrastructure	
☐ Data Privacy and Security	☐ OER and Digital Content	☐ Technology Support
☐ Digital Equity Initiatives	☐ Online Learning	☐ Other Topic A
☐ Digital Fluency Standards	☐ Personalized Learning	☐ 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	(No Response)	(No Response)	(No Response)	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology

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	Name of Contact Person	Title	Email Address	Innovative Programs
				☐ 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
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ 1:1 Device Program ☐ Active Learning

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	Name of Contact Person	Title	Email Address	Innovative Programs
				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

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

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

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