2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 12/27/2021

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

James Richroath

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

Other

2a.   **If 'Other' was selected in Question 2 above, please identify the title.**

Administrator 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.

Page Last Modified: 03/25/2022

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

   The Patchogue-Medford School Community's Mission is to provide diverse pathways and varied enrichment opportunities that will lead to meaningful learning experiences for all students.

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

   The vision for technology at Patchogue-Medford School District is focused on integrating technology into the daily instructional curriculum, providing students with the opportunity to utilize 21st Century devices and software platforms that enhance the learning experience. Our District caters technology to compliment ubiquitous access of information and resources, allowing students to use various digital resources. Our vision is to improve student involvement in learning activities and become proficient in the latest technologies while enabling them to access and enhance their understanding of the wealth of information surrounding them. The use of technology within the District will allow students to better prepare for digital assessments and acquire the necessary skills, knowledge, and values needed for college and career readiness.

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 Committee meets monthly throughout the school year to discuss current technology within the school district. Members include Assistant Superintendents, Technology Administrators, Principals, Teachers, Students, and a Board of Education Member. The planning process began in early September. The District Technology Administrators familiarized and evaluated the new requirements. Once internal administrators were comfortable with the requirements, it was shared with the committee. Meetings provided opportunities for all members to discuss current technologies within the district. Topics included: 1:1 deployment of laptops to all students, new teacher laptops, upgraded network infrastructure, upgraded wireless infrastructure, cybersecurity, and newly added instructional software applications. The discussions provided Technology Administrators with a list of needs to prioritize with Assistant Superintendents. Technology goals were prioritized based on what would enhance and improve technology for all stakeholders and be sustainable. We also felt it was necessary to utilize minutes from the previous year's meetings to ensure previous concerns and suggestions were addressed. We included input from the Assistant Superintendent for Pupil Personnel Services, Director of Central Registration, and Directors of Bilingual Education and ENL. Once we had a draft of the plan put together, we were able to input it into the portal. The draft of the plan was shared with the committee for further discussion. Once the committee had made all changes, it was sent to the School Business Administrator, Assistant Superintendent for Instruction, and Superintendent for any final concerns. Finally, it was sent to the Board of Education for approval. During the recent pandemic, Patchogue-Medford School District became a 1:1 laptop district, with every student receiving a device. As the Technology Plan for the next three years was created, supporting the 1:1 deployment and the device usage in school and outside of school is the central area of focus.

Page Last Modified: 03/25/2022

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

The planning process used similar techniques and strategies to previous plans. Our method works well for us and includes many stakeholders, allowing our technology plan to include different viewpoints. Having the technology committee review the technology plan each year and review its goals enables the District to stay focused on the goals outlined in it. The recent pandemic did alter our goals as we were forced to shift in some areas and expedite others. Overall we accomplished the majority of the goals that were planned:

- Goal 1: Create opportunities for all students to engage with multiple technologies to enhance their learning. A hands on experience will allow for 21st-century classroom spaces where immersive experiences will be possible. The technologies being introduced encourage individual and collaborative learning.
- We were able to accomplish this by deploying 1:1 devices to all students district-wide
- We implemented a uniformed learning management system from grades K-5 and grades 6-12
- We have a phased roll-in of interactive displays district-wide in which we have over 150 currently installed
- Goal 2: Build a secure robust network infrastructure that will support the growing technology needs of students, teachers, and staff. Security and data safety will be prioritized as new equipment is implemented. Upgrades to the infrastructure will increase the reliability and accessibility of technology at all times.
- The network infrastructure was completely upgraded during the pandemic to support the increased technology needs
- We will need to address the building mass notification systems in the years to come
- Goal 3: Build professional development strategies to support emerging educational technologies. Opportunities for staff development will meet the different needs of constituents as national and state standards are developed. Various forms of professional development will be planned throughout each academic calendar year.
- The District has added additional instructional technology specialists to provide professional development and training to teachers and students
- After school professional development opportunities take place throughout the year
- Goal 4: As assistive technology needs increase, the District is committed to creating a program that will exceed the growing needs. Enhanced assistive technologies foster the education process between students and staff. A variety of technologies including laptops, tablets, software applications, and low-tech options are available as needed to assist with individual student learning.
- The District has hired a dedicated assistive technology staff member to support students
- All students receive a 1:1 laptop device

The previous technology plan was ambitious. All technology areas were impacted and required a great deal of support from all stakeholders to accomplish. Having accomplished so many of the action steps of each goal in the previous technology plan has allowed us to be more focused on specific areas when creating this plan. The action steps that were not completed in the previous plan due to the pandemic will be addressed in this plan.

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

This Technology Plan and the changes made to the previous technology plan are a direct result of the COVID pandemic. As a District and, more specifically, a Technology Department, we shifted and expedited many of our action steps and goals from the previous plan. The District replaced its network infrastructure, including all switches, wireless access points, production and disaster recovery servers, and Storage Area Networks within the last eighteen months. 10GB Fiber connections between schools and all networking closets is installed. All students and teachers have received a 1:1 laptop device that they can bring home. A uniformed Learning Management System is implemented to allow remote asynchronous or synchronous instruction. Numerous supports have been put in place to assist teachers and students with new technologies. The District has hired four additional instructional technology specialists and increased eleven part-time aide positions to full-time. Professional development opportunities have grown and are offered in-person and virtually to increase flexibility and participation opportunities. The technology plan reflects the enhancements made during the COVID pandemic and what we learned about digital equity. The District provides devices, additional software applications, and supports for teachers and students while at school. However, we learned that different supports would be necessary for students at home. As this technology plan was created, both in-school and outside of school impacts were considered.

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

Yes

Page Last Modified: 03/25/2022

7. **Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision as stated in response to question 2.**

The Patchogue-Medford School District will provide professional development on an ongoing basis, to support the integration of technology in teaching and learning, and to promote technological literacy. The district uses a variety of methods to conduct professional development including but not limited to a classroom push-in model, Professional Learning Communities, teacher-run courses, Superintendent's Conference Days, faculty meetings, BOCES courses, on-demand workshops. Topics have included: SAMR model, how to use the learning management system, how to maximize your interactive classroom, interactive tool training including Microsoft Office 365, and interactive whiteboard applications. To that end, we will provide training on the integration of technology through applications and services which support curriculum, instruction, and assessment.

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.

Page Last Modified: 10/29/2021

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:**

    Moderately

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:**

    Significantly

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.

Page Last Modified: 05/26/2022

1. **Enter Goal 1 below:**

The Patchogue-Medford School District will provide a 1:1 laptop device to every student within the District.

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

Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences

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

☑ All students
☐ Early Learning (Pre-K -3)
☐ Elementary/intermediate
☐ Middle School
☐ High School
☐ Students with Disabilities
☐ English Language Learners
☐ Students who are migratory or seasonal farmworkers, or children of such workers
☐ Students experiencing homelessness and/or housing insecurity

☐ Economically disadvantaged students
☐ Students between the ages of 18-21
☐ Students who are targeted for dropout prevention or credit recovery programs
☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
☐ Students who do not have internet access at their place of residence
☐ Students in foster care
☐ Students in juvenile justice system settings
☐ Vulnerable populations/vulnerable students
☐ Other (please identify in Question 3a, below)

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

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

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

Enrolment reports will be used to track the number of students that need laptops to allow for proper purchasing and allocation. Kindergarten students will receive their laptops during their first few weeks of school. Any student newly registered to the District will receive their laptops during the first few days they attend school in our district. We will be able to ascertain that the goal has been accomplished when the enrolment reports match the number of devices that have been deployed to active students. Utilize the Digital Equity Survey to contact families that indicate they do not have internet connectivity at home.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Budgeting	Ensure budgeting exists to maintain the purchase of new devices and the	Other (please identify in Column 5)	School Business Administrator, Technology Staff	06/30/2023	800000

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 05/26/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		software needed to support them				
Action Step 2	Professional Development	Provide training to students and teachers on how to use the devices to enhance learning	Curriculum and Instruction Leader	Technology Staff	06/30/2023	0
Action Step 3	Implementation	Provide devices to newly entered students as well as replace older devices based on replenishment cycle	Other (please identify in Column 5)	Technology Department	06/30/2023	0
Action Step 4	Evaluation	Evaluate device usage	Other (please identify in Column 5)	Technology Department	06/30/2023	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	Infrastructure	Install interactive displays	Other (please identify in Column 5)	Technology Department, School Business Administrator	09/01/2024	800000
Action Step 6	Communications	Interact with households to learn which will need internet connectivity assistance	Other (please identify in Column 5)	Technology Department, Social Workers	07/01/2024	120000
Action Step 7	Purchasing	Assist households in obtaining internet connectivity if they do not have	Other (please identify in Column 5)	Technology Department, Business Office	07/01/2024	150000
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.

Page Last Modified: 05/26/2022

Page Last Modified: 06/09/2022

1. **Enter Goal 2 below:**

   The District recently became a 1:1 laptop district, with this additional technology in the student's hands we are able to provide more software to support their needs both within the building and while outside the building. The District will grow the instructional software catalog to support the students, teachers and new technology that they have received.

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

   Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences

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

   - ☑ All students
   - ☐ Early Learning (Pre-K -3)
   - ☐ Elementary/intermediate
   - ☐ Middle School
   - ☐ High School
   - ☐ Students with Disabilities
   - ☐ English Language Learners
   - ☐ Students who are migratory or seasonal farmworkers, or children of such workers
   - ☐ Students experiencing homelessness and/or housing insecurity

   - ☐ Economically disadvantaged students
   - ☐ Students between the ages of 18-21
   - ☐ Students who are targeted for dropout prevention or credit recovery programs
   - ☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
   - ☐ Students who do not have internet access at their place of residence
   - ☐ Students in foster care
   - ☐ Students in juvenile justice system settings
   - ☐ Vulnerable populations/vulnerable students
   - ☐ Other (please identify in Question 3a, below)

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

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

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

   All new applications to the district are evaluated by district technology staff, administrators, and teachers—formative data, and where applicable, benchmark data will be used during the decision-making process. Benchmark data from local and state assessments and diagnostics will be used to assist in the evaluation of content/subject specific district usage and for improvement. As the applications are used in classrooms, instructional technology specialists will assist teachers and students in their usage, ensuring that they are appropriately used to support students. Usage reports will be collected from vendors. Specifically, measuring usage by percentage, total monthly logins and total users accessing/posting materials will be taken into account with metrics of 40% - 50% of new applications showing usage. This data will provide insight into the application usage by the teacher and students, both inside and outside of school. Usage reports will offer district administrators insight into how the application is used and its effectiveness

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.**

Page Last Modified: 06/09/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Evaluation	Evaluate current software applications to ensure that they meet Education Law 2D requirements, support general education students, special education students and English Language Learners	Other (please identify in Column 5)	Instructional Technology Specialist & Assistant Superintendent for Instruction	09/30/2022	0
Action Step 2	Research	Research additional software applications to meet the needs of specific grade levels and subject areas	Other (please identify in Column 5)	Principals, Directions, and Instructional Technology Specialists	12/31/2022	0
Action Step 3	Implementation	Implement new applications, as long as they meet Education Law 2D requirements and will support all students attending our District	Instructional Technology Coach	Principals, Directors, Instructional Technology Specialist	07/01/2022	150000
Action Step 4	Professional Development	Ongoing professional development of new applications	Instructional Technology Coach	Principals, Directors, Instructional Technology Specialist	07/01/2023	0

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

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

Page Last Modified: 06/09/2022

	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)

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.

Page Last Modified: 05/26/2022

1. **Enter Goal 3 below:**

Provide alternative professional development opportunities to teachers and administrators. As the District implements different technologies, more options and methods will be established to train teachers and administrators.

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
☐ Early Learning (Pre-K -3)
☐ Elementary/intermediate
☐ Middle School
☐ High School
☐ Students with Disabilities
☐ English Language Learners
☐ Students who are migratory or seasonal farmworkers, or children of such workers
☐ Students experiencing homelessness and/or housing insecurity

☐ Economically disadvantaged students
☐ Students between the ages of 18-21
☐ Students who are targeted for dropout prevention or credit recovery programs
☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
☐ Students who do not have internet access at their place of residence
☐ Students in foster care
☐ Students in juvenile justice system settings
☐ Vulnerable populations/vulnerable students
☐ Other (please identify in Question 3a, below)

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

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

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

Professional development opportunities are evaluated by attendance, feedback, and survey data. The district utilizes feedback and survey data to alter and enhance professional development. In conjunction with building administrators, directors, and the assistant superintendent for instruction, the technology department evaluates staff needs to provide the proper professional development to assist. It will be challenging to achieve 100% participation as there is always turn over and different applications may not work for specific teaching styles or subject areas. Success will be evaluated on the teacher's comfort level when utilizing the applications provided and differentiating their lessons with technologies to engage different learning styles.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Collaboratio	Evaluate current	Other	Principals, Directors,	07/01/2	0

Page Last Modified: 05/26/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	n	needs of teachers	(please identify in Column 5)	Instructional Technology Specialist	022	
Action Step 2	Curriculum	Design professional development curriculum for different software applications	Other (please identify in Column 5)	Instructional Technology	07/15/2022	0
Action Step 3	Professional Development	Provide ongoing professional development to teachers	Other (please identify in Column 5)	Instructional Technology Specialist	06/15/2023	0
Action Step 4	Collaboration	Evaluate the success of curriculum and professional development opportunities provided	Other (please identify in Column 5)	Principals, Directors, Instructional Technology Specialist	07/01/2023	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	Curriculum	Make alterations to professional development curriculum where necessary. Alterations will be made based on the feedback and success of last year	Other (please identify in Column 5)	Instructional Technology	07/15/2023	0
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)

Page Last Modified: 05/26/2022

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

Yes

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.

Page Last Modified: 06/09/2022

1. **Enter Goal 4 below:**

Provide a digitally and physically safe environment for all students and staff.

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

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

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

- ☑ All students
- ☐ Early Learning (Pre-K -3)
- ☐ Elementary/intermediate
- ☐ Middle School
- ☐ High School
- ☐ Students with Disabilities
- ☐ English Language Learners
- ☐ Students who are migratory or seasonal farmworkers, or children of such workers
- ☐ Students experiencing homelessness and/or housing insecurity

- ☐ Economically disadvantaged students
- ☐ Students between the ages of 18-21
- ☐ Students who are targeted for dropout prevention or credit recovery programs
- ☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
- ☐ Students who do not have internet access at their place of residence
- ☐ Students in foster care
- ☐ Students in juvenile justice system settings
- ☐ Vulnerable populations/vulnerable students
- ☐ Other (please identify in Question 3a, below)

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

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

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

The District safety committee evaluates the physical safety of the District and its buildings. Out of this committee will come requests for additional security equipment and needs. Over the past three years, we have increased the number of cameras within the District by 7%, this percentage will be used over the next three years to determine how many additional cameras will need to be budgeted for. The District has also implemented a life cycle replenishment plan to keep our equipment up to date. Cybersecurity will be coordinated between the Administrator of Technology, Technology Department, and School Business Administrator. Additional applications will be implemented to protect student data, student safety, and the infrastructure of the District. The technology department will review the utilization reports quarterly, and high severity alerts will be reviewed immediately for resolution. Applications and protections will consistently be assessed as this goal and cybersecurity threats evolve. The District will continue to upgrade applications, and infrastructure and provide training to staff to protect itself. Success will be evaluated by evaluating quarterly data over the previous. We will use this data to see if phishing campaign training is successful, by seeing a decrease in the number of staff and students that are successfully phished.

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

Page Last Modified: 06/09/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Infrastructure	Upgrade building public access systems	Other (please identify in Column 5)	Administrator of Technology, School Business Administrator, Superintendent	08/30/2024	600,000
Action Step 2	Cybersecurity	Increase preventive and protective software application usage	Other (please identify in Column 5)	Administrator of Technology	07/01/2023	225000
Action Step 3	Cybersecurity	Contract with a cybersecurity vendor to evaluate and provide best practice upgrades	Other (please identify in Column 5)	Administrator of Technology	07/01/2023	15000
Action Step 4	Cybersecurity	Utilize safety tools to monitor communications on District platforms	Other (please identify in Column 5)	Administrator of Technology	07/01/2023	35000

7. **This question is optional. If more action steps are needed, continue to list the action steps that correspond to Goal #4 from your answer to Question 1, above.**

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Professional Development	Provide professional development to all staff members on ransomware, data privacy, and cybersecurity	Other (please identify in Column 5)	Administrator of Technology, Data Privacy Officer, Instructional Technology	07/01/2022	0
Action Step 6	Infrastructure	Installation of additional lockdown buttons	Other (please identify in Column 5)	Administrator of Technology, School Business Administrator, Director of Security	07/01/2023	75000
Action Step 7	Infrastructure	Replacement of cameras	Other (please identify in Column 5)	Administrator of Technology, School Business Administrator, Director of Security	07/01/2023	120000

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

Page Last Modified: 06/09/2022

	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)

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

Yes

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

IV. Action Plan - Goal 5

Page Last Modified: 05/26/2022

1. **Enter Goal 5 below:**

The District will implement an application that will provide direct communication between teachers, administrators, and students' parents/guardians, The platform will be useable in parents'/guardians native languages, in both text and speech capabilities, providing us with the ability to reach the maximum amount of parents/guardians in our District.

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

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

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

☑ All students
☐ Early Learning (Pre-K -3)
☐ Elementary/intermediate
☐ Middle School
☐ High School
☐ Students with Disabilities
☐ English Language Learners
☐ Students who are migratory or seasonal farmworkers, or children of such workers
☐ Students experiencing homelessness and/or housing insecurity

☐ Economically disadvantaged students
☐ Students between the ages of 18-21
☐ Students who are targeted for dropout prevention or credit recovery programs
☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
☐ Students who do not have internet access at their place of residence
☐ Students in foster care
☐ Students in juvenile justice system settings
☐ Vulnerable populations/vulnerable students
☐ Other (please identify in Question 3a, below)

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

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

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

This goal will be measured by assessing parent and student engagement. The tools that the District is looking at implementing provide usage data on how many parents/students used the application to communicate with teachers or school personnel. Additionally, it allows for real-time feedback. These data points will provide us with areas for improvement as well as areas that are working well to continue with. The most valuable of the provided data will be reachability which we expect to have 100% reachability to all parents/guardians. What this means is a valid phone number or email address for every parent/guardian. The feedback the tool provides will allow us to gain this high level of reachability by engaging those specific families that may have incorrect or bad contact information.

6. **List the action steps that correspond to Goal #5 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Communica	Implement a	Other	Superintendent,	11/01/2	45000

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 5

Page Last Modified: 05/26/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	tions	communication platform that allows for parent/student engagement with teachers and school administrators	(please identify in Column 5)	building principals, Technology Department	022	
Action Step 2	Communications	Use implemented solution to communicate with parents	Other (please identify in Column 5)	All administrators and teachers	12/31/2022	0
Action Step 3	Community Partnerships	Work with the community to learn what information is most valuable to be represented on the district website	Other (please identify in Column 5)	Technology Department	09/01/2022	0
Action Step 4	Research	Analyze communication platform to see what family engagement is	Other (please identify in Column 5)	Administrators and Technology Department	07/01/2023	0

7.   **This question is optional. If more action steps are needed, continue to list the action steps that correspond to Goal #5 from your answer to Question 1, above.**

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Planning	Plan for updated and upgrades to District communication policies and protocols	Superintendent	(No Response)	09/01/2023	0
Action Step 6	Implementation	Implement changes based on data and community research	Other (please identify in Column 5)	Superintendent, Administrators, Technology Department	12/31/2023	50000
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)

Page Last Modified: 05/26/2022

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

Page Last Modified: 01/24/2022

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 Patchogue-Medford School District focuses on providing an expansive range of instructional technology that fosters a rich learning environment to our diverse student population. Improving student access to instructional technologies is essential to providing equitable instruction. The District offers a wide range of instructional software that focuses on digital literacy, reading, writing, digital assessment, test preparation, and additional collaborative software to complement other content areas. We provide students with devices that allow them to take advantage of these products both in school and at home. Providing a device to every student within the District grants the ability to access digital resources at any time. The District K-12 1:1 laptop initiative provides 21st-century instruction tools, along with teachers' ability to enhance and differentiate instruction. Teachers and students are able to interact through our learning management system anytime, anywhere. The touchscreen laptop allows for writing, touching, and drawing. As students become more familiar with using these tools in the classroom, students' comfort and familiarity will encourage use outside of the classroom. English Language Learners and students with disabilities benefit from these technologies as they provide many more alternative learning opportunities. The laptop devices allow for immersive readers, translations, virtual interaction, and feedback in real-time.

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 has implemented a 1:1 program where every student will receive a laptop upon enrollment at the Patchogue-Medford School District. The provided devices are for their use only, both at school and while they are at home. For students that do not have reliable internet access at home, we provide hotspots for their use. As a long-term solution, we will investigate third-party partnerships that may offer more reliable internet access at homes that cannot obtain their own. The District has hired additional staff to support students learning in school and at home. Instructional technology specialists along with a dedicated position to answer student help emails and phone calls have been hired. Each school has also been provided with a full-time computer aide to assist students. The District has upgraded many aspects of its internal infrastructure to support the added devices and remote learning needs. A list of the infrastructure upgrades can be found below:

- Upgraded bandwidth from 1GB to 3GB
- Additional ISP brought in should the primary go down or be maxed out at a speed of 1GB
- 10GB fiber connections between buildings
- 10GB fiber connections between networking closets within the school buildings
- All new networking switches at all buildings
- All new wireless access points and controllers at all buildings
- Uniformed learning management system across all grade levels
- New laptops for all teachers with cameras and microphones
- Additional webcams and hovercams provided to teachers

As the needs of the District grow and technologies change, the District has implemented a life cycle replacement plan for all technologies. It helps to monitor and replace infrastructure items as they age out or become obsolete. The District technology committee, which is made up of many different stakeholders, frequently meets to discuss emerging and new technologies, which is used to guide where the District is headed technologically.

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.**

Classified students may need access to additional software in order to access their educational needs and meet their goals. Many students have access to software that will allow for speech to text (when unable to write or type functionally), and text to speech (when their reading level does not reflect their cognitive level). This software can be basic, embedded in the devices issued by the district, or it can be added to the device the students have. There are ways to level the software to allow it to meet each individual's needs while providing text-to-speech access as well as electronic books. In some cases, electronic math paper and iPads (with or without keyboards), have been utilized for writing and math access. Augmentative and alternative communication devices including but not limited to, iPad, NovaChat, AMDI devices, and iPods are utilized for communication and/or behavioral needs. Reading pens are used for those who will be continuing to use print materials. We have some visually impaired students who require the use of distance cameras to be able to see teacher-presented materials. There are many programs and materials available, and technology is changing daily. Our District works to access the most appropriate and updated material that we can, in order to meet our special education students' needs and to make them as independent as possible. The teachers use the specialized technology, once trained, to assist their students when accessing their curriculum and to meet their educational goals. Each student has a unique learning style and plan, thus he/she/their team must reflect that in their teaching.

V. NYSED Initiatives Alignment

Page Last Modified: 01/24/2022

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

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

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

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

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

☑ Assistive technology is utilized.

☑ Technology is used to increase options for students to demonstrate knowledge and skill.

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

☐ Other (please identify in Question 4a, below)

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

☑ 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)

V. NYSED Initiatives Alignment

Page Last Modified: 01/24/2022

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)

Page Last Modified: 01/24/2022

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)

V. NYSED Initiatives Alignment

Page Last Modified: 01/24/2022

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

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

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

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

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

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

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

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

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

Page Last Modified: 01/24/2022

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	2.00
Instructional Support	4.00
Technical Support	24.00
Totals:	**30.00**

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	Laptops	800,000	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
2	Instructional and Administrative Software	Instructional Software Catalog	450,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate	N/A

Page Last Modified: 01/24/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					☑ Grards ☐ 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	PA System	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
4	Other (please identify in next column, to the right)	Interactive Displays	800,000	One-time	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources	N/A

Page Last Modified: 01/24/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					☑ Aid Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
Totals:			**2,650,000**			

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.**

   https://www.pmschools.org/domain/31

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.

Page Last Modified: 01/18/2022

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	(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

Page Last Modified: 01/18/2022

	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	(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

Page Last Modified: 01/18/2022

	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	(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

Page Last Modified: 01/18/2022

	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	(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

Page Last Modified: 01/18/2022

	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

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.