2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 10/12/2021

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

Jason Lopez

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.**

Assistant To Superintendent For 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: 06/01/2022

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

   Education is the search for truth and knowledge. We believe our role in public education is to provide an opportunity for and an inspiration to each student to continue this quest for the rest of his/her life. We believe that each student has the right to the opportunity to learn to capacity, to grow in intellect, to mature emotionally, to develop aesthetic appreciation and to accept responsibilities to self and others, all within an environment conducive to health and safety. We believe that there is a degree of goodness, nobility and heroism in all human beings and that it is our task to provide outlets for these for the individual's and society's benefit. It is the goal and purpose of the Board of Education to ensure equality of educational opportunity to each student in the Roslyn School District.

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

   Technology is forever evolving in our fast changing ecosystem of heterogeneous systems. It is our duty as a district that prides itself on establishing cutting edge curriculum to provide an enriched environment such as our INCubator and ACCELerator entrepreneurship classes. We now provide students pre-k-12 with 1-to-1 devices and internet capability at home if needed. The Technology team has been expanded to include tech and instructional support. The district continues to research and purchase applications and subscriptions to ensure diverse learners have equal access to the curriculum. Additionally, the district continues our partnership with Nassau Boces departments such as NASTECH and the Department of Special Education.

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.**

   Various professionals from all disciplines of our educational community have contributed to the planning and development of our Instructional Technology Plan, along with feedback from students and parents. Discussions ensued on how best to achieve these visions and goals. Each member shared their experiences, what programs they felt had been the most successful and what areas they felt needed to be further developed. Conversations on how to best implement these visions and goals took place. The team met various time to devise a technology plan that would be representative of the district's visions and goals. After much editing and revising, the technology plan was completed. Although, COVID throw us a few curve balls that accelerated some of our plans and delayed others. Meetings: 1)OCC - Organization of Class Councils   OCC is the school's elected student government. The OCC is led by its elected officers and is comprised of the councils from each class. The OCC meets weekly to plan and implement school-wide events and respond to issues and problems. Committees meet twice a month or more often as needed. 2)CDC - Curriculum Development Council •Goals of the CDC   •To review new/amended course proposals, pedagogical initiatives and curricular changes   •To encourage interdisciplinary course work   •To promote professional development through workshops •Faculty members representing each department in high school   •To solicit and review all proposals from teaching faculty that involve the creation of new classes or the revamping of current programs   •To formalize the process by which teachers create new courses and revise existing curricula   •To review summer curriculum writing projects   •To promote and facilitate access to professional development activities •Responsibilities of Departmental Representatives: •To share best practices in respective departments   •To facilitate access to professional development activities   •To assist department members with the processes by which teachers create new courses, revise existing curricula and attend conferences   •Department meetings   •Chairpersons meetings •Parent Academy   •PFA meetings - Parent Faculty Association

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

   We now have one-to-one devices for grades Pre-K-12 for our students to support online platforms such as Google Classroom. Professional development is ongoing in supporting teachers with integrating technology into daily classroom instructional practices in order to prepare students with 21st Century Skills for a globally competitive market. In addition, previous upgrades to our wireless infrastructure supports a robust and reliable network for our students, faculty and staff. Our initial goal was to slowly roll these devices out but due to the unforeseen global pandemic, our distribution shifted to a full 1:1 district initiative. Reflecting on the previous roll outs, and understanding the increase of volume to devices, the comittee identified that we needed to do the following:
   • Increase the bandwith substantially on all areas of the campus to support the amount of new devices on the network.
   • Purchase protective cases for the devices to decrease any potential damage.
   • Increase our technology staff to address any troubleshooting issues with the new influx of devices.
   • Increase professional development for staff on the use of these devices and helpful ways to shift their pedagogy to a more technology focused way of teaching.

   In our previous plan, one of the goals that was not fully met, however surpassed by the COVID pandemic. We dramatically increased technology and instructional material through digital content. We also increased our focus on professional development for todays technology tools to reach all various learning styles.

Page Last Modified: 06/01/2022

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

The pandemic forced us to accelerate our initial one-to-one plans allowing us to focus on funds on classroom enhancements to support learning in a blended environment; whether that be in school or in a remote environment. Our initial rollout was over the course of five years however, with support from our community we accomplished purchasing and distributing over 1,500 devices to students and another 100+ laptops to faculty and staff to support remote learning during our COVID closures. Our deployment model changed dramatically to accomodate schedules for our community to pick up their child(ren)s devices during the summer as opposed to during their English class in Middle School. During the pandemic, we were forced to move to a full online model of learning. As the pandemic eased, we were able to change to a blended/hybrid learning option before eventually coming back to full in person learning. With equity in mind, any student or staff member who did not have the proper internet/device capability at home such as a mobile hotspot, to properly perform their duties/school work was addressed and handled with the help of the school social workers. Professional development increased to prepare staff and students for a more digital classroom. The Technology Department developed a schedule to meet with staff to go over various methods of digital instruction, along with the creation of a comprehensive website (linked below) that held video and written tutorials on various platforms and is continuously being updated with today's technologies. After hearing input from students, staff, and parents, we streamlined communication through one platform (Google Classroom) to keep a consistent approach on distributing instructional material. Technology Digital Resource Website: https://mpassi00.wixsite.com/rpsdigitaltechnology

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.**

Professional development will continue to be provided through a variety of formats such as face-to-face, online/remote or through hybrid courses. We are continuing to utilize the partnership with the Roslyn Laura Adler Teacher Center along with the expansion of the internal Technology Team. With the new reality of remote and online learning becoming a prominent feature, we will also be able to utilize webinars and other conferences that otherwise may not have been attended due to location or cost. We will continue to provide targeted, need-based support to our faculty and staff utilizing our two new technology expansion professional developers. The new positions created provides our faculty with ongoing support on all our technology offerings.

- How the district determined the current capacity of educators:
- We evaluated based on our continuous professional devlopment courses and provided 1:1 breakout rooms and on demand support for any staff member, student, or parent in need. This gave us a baseline to determine where their current capacity was in regards to digital instruction and knowledgabilty.
- How the effectiveness of the professional development plan will be evaluated:
- Feedback and anonymous questionnaires were distributed after each Professional Development session. Benchmarks were created to assess teachers knowledge and the clarity of instruction.

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: 12/08/2021

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:**

   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:**

   Fully

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

   Significantly

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

   Fully

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: 05/23/2022

1. **Enter Goal 1 below:**

   Provide students with real world experiences for college and career readiness and to prepare them to enter the workforce with 21st Century Skills for a globally competitive market. (Bloomberg ,Mac Video Editing Labs, INCubator and ACCELerator entrepreneurship classes)

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

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

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

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

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

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

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

   Evaluating the effectiveness of our technology plan is crucial in ensuring that our goals are met. We find that one of the most effective ways of doing this is through observations and discussions with the staff. The Technology director, department chairpersons and administrators, visit various classrooms to observe the use of technology in the classrooms. Much time is also spent engaging in meaningful discussions with teachers with regard to the use of technology in the classroom. Teachers have the opportunity to share specific lessons that they are implementing in the classroom, and how this is having a positive impact on the students. In addition, teachers have the opportunity to ask questions or share concerns that they feel need to be addressed in order for them to reach the goals of the instructional technology plan. We will know that the goal is accomplished by the following: · Enrollment (sustain or grow the number of students enrolled) · Successful completion of the Bloomberg Market Concepts (BMC) Certification · Having a thorough understanding of manipulating the Bloomberg Terminal to complete various forms of financial market research · Throughout the semester long course maintaining an overall average above an 80% · 80% or higher on all formative assessments given through each unit of study

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.**

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 05/23/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Met with representatives of Bloomberg	Curriculum and Instruction Leader	Technology, teachers, BOE	07/01/2022	0
Action Step 2	Budgeting	Work out funding to support initiatives	Curriculum and Instruction Leader	Technology, teachers, Buildings and grounds, BOE	07/01/2022	0
Action Step 3	Professional Development	Teachers will be trained in the Bloomberg curriculum	Curriculum and Instruction Leader	Technology, teachers, Buildings and grounds, BOE	07/01/2022	6,000
Action Step 4	Implementation	Install new computer, furniture and provide training for teachers	Director of Technology	Buildings and grounds, teachers and C&I	09/01/2022	250,000

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

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

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

Page Last Modified: 06/01/2022

1. **Enter Goal 2 below:**

   Create student centered learning environments that incorporate technology to encompass a broad array of educational strategies to reach all learners. - Science wing (complete all of the rooms), Anatomage room, Lexmark Google Classroom Pilot

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

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

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

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

   During the school year the head of Technology, department chairpersons, teachers and students demonstrate the use of technology in our schools to the Board of Education. In addition we will use the following metrics to evaluate the programs. We will know that the goal is accomplished by the following: · Enrollment (sustain or grow the number of students enrolled in the sciences) · Through virtual dissection and virtual labs, students will prove their understanding on the Anatomage Table · Familiarity and use (print numbers) by students and staff on the Lexmark Printer · Increase opportunities for elementary and middle school students to virtually attend the high school learning environment labs · Increase opportunities for elementary and middle school students to virtually access and learn from the Anatomage Table via the updated learning environment in the High School Science Wing

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	Research	Visit neighboring	Curriculum	technology, teachers	07/01/2	0

Page Last Modified: 06/01/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		schools,talk with designers about the room layout and technology enhancement	and Instruction Leader	and BOE	022	
Action Step 2	Planning	Meet with architects, designers and tech representatives	Curriculum and Instruction Leader	technology, teachers, BOE and Building and grounds	07/11/2022	0
Action Step 3	Budgeting	Discuss funding to support initiatives	Business Official	technology, BOE and Building and Grounds	07/18/2022	0
Action Step 4	Implementation	Demo rooms, Install new floors, ceiling, furniture, interactive TVs, computers and provide PD for teachers	Director of Technology	Building and Grounds and teachers	08/01/2022	3,000,000

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)

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: 06/01/2022

1. **Enter Goal 3 below:**

   Continuing our investment towards a safe and reliable high speed, secure network while providing a robust infrastructure that mitigates cybersecurity threats that could expose sensitive data. - NIST, RicOne DPSS, Upgrading wireless infrastructure, Duo Two-Way Factor Authentication, CISCO Umbrella, Paolo Alto - Threat protection system, Sophos real time 24/7 monitoring service.

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

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

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

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

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

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

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

   The district's approach to security has and will always be proactive vs reactive. We continue to explore various technologies using guidance from the NIST framework, consult outside vendors for penetration testing and collect network reporting data from tools such as AdManager, Sophos, Cisco umbrella and Duo. We use a link aggregator called Peplink to provide reliable high-speed connectivity using multiple internet service providers. Currently, Peplink ties in four internet connections providing the district with over 2gbps of bandwidth. Network switches were also upgraded. The district also utilizes Palo Alto's Best Practice Analyzer (BPA) to ensure there's no glaring gaps in our firewall security. In order to know if the goal has been accomplished, we will continuily monitor new implentations of hardware and software by evaluating with third party security companies such as Sophos, Pure Storage, Cisco, and Palo Alto to perform penetration testing and review best practices.

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						

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 06/01/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Evaluation	Stress test network bandwidth and send out technology surveys	Director of Technology	All faculty and staff	07/01/2022	0
Action Step 2	Collaboration	Meet with students and faculty	Director of Technology	teachers and students	09/14/2022	0
Action Step 3	Planning	Meet with software and hardware vendors	Director of Technology	C&I	09/19/2022	0
Action Step 4	Implementation	Install new hardware and evaluate proformance	Director of Technology	Technicians	04/24/2023	200,000

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	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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

No

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

V. NYSED Initiatives Alignment

Page Last Modified: 05/23/2022

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 effectiveness of a curriculum can be determined using multiple sources such as : 1. Project-based assessments (data) 2. Standardized tests (data) 3. Formative and summative assessments 3. Observation 4. Collaborative teacher input/feedback Most importantly, does the curriculum address state standards (CCSS)? These are the driving questions that we constantly re-evaluate to sustain academic performance with the use of technology. Technology is integrated into teaching and learning throughout the district with online grading systems, posting of communication through various platforms such as the district website, online learning and blending classrooms, instructional tools such as interactive whiteboards and student response systems. These tools open multiple pathways for students at all levels to access and participate in learning by allowing student choice, and various modals of learning. A student who may be shy, can participate through a text box on an interactive learning platform such as Nearpod or EdPuzzle to allow them to demonstrate their understanding of concepts. An ENL student can level the playing field with an application that can help translate a document for further understanding such as Read & Write or Google Translate.

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.**

   Technology is forever evolving in our fast changing ecosystem of heterogeneous systems. It is our duty as a district that prides itself on establishing cutting edge curriculum to provide an enriched environment for all our students such as our INCubator and ACCELerator entrepreneurship classes. We now provide students pre-k-12 with 1-to-1 devices and district social workers ensure all students have internet capability at home if needed.Additionally, our partnership with the Zoom teleconferencing platform ensures that students can receive high-quality instruction from their teachers no matter where they are. Increased usage of cloud-based applications, such as Google Drive, Office 365 and Remote Desktop ensure students and staff have access to key curricular materials from school and/or home.   The technology team has been expanded to include tech and instructional support. The district continues to research and purchase applications and subscriptions to ensure diverse learners have equal access to the curriculum. Additionally, the district continues our partnership with Nassau Boces departments such as NASTECH and the Department of Special Education.

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.**

   The Roslyn Public Schools consults with many assistive technology experts on a variety of different programs and services to be individualized to meet the needs of students with different abilities. Applications such as BookShare, Proloquo2Go, Read-and-Write and voice-to-text software used on district issued devices weather it be a Chromebook, Apple laptop and/or an iPad. We feel that technology can assist students in becoming increasingly independent and increase their enthusiasm for learning. Teachers can use technology to address accessibility by individualizing and differentiating instruction for students who need the assistance and support by using platforms that will aid in the levels for each student in regards to reading and writing. These platforms such as IXL can be used to evaluate based on their performance within the application. The various apps and devices provided can help the student learn how to complete the task and it can help to bypass an area of difficulty by utilizing such features as speech to text, text to speech, and word prediction.

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)

Page Last Modified: 05/23/2022

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	☑ Using technology as a way for students with disabilities to demonstrate their knowledge and skills
☑ Technology to support writers in the secondary classroom	☑ Multiple ways of assessing student learning through technology
☑ Research, writing and technology in a digital world	☑ Electronic communication and collaboration
☑ Enhancing children's vocabulary development with technology	☑ Promotion of model digital citizenship and responsibility
☑ Reading strategies through technology for students with disabilities	☑ Integrating technology and curriculum across core content areas
☑ Choosing assistive technology for instructional purposes in the special education classroom	☑ Helping students with disabilities to connect with the world
☑ Using technology to differentiate instruction in the special education classroom	☐ Other (please identify in Question 5a, below)

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

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

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

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

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

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

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

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

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

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

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

Yes

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

In the 5 languages most commonly spoken in the district

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

(No Response)

Page Last Modified: 05/23/2022

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: 05/23/2022

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: 05/23/2022

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: 05/23/2022

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	1.00
Instructional Support	2.00
Technical Support	9.00
Totals:	**12.00**

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	Bloomberg software licensing	125,000	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	End User Computing Devices	Dell computers	45,000	One-time	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate	N/A

Page Last Modified: 05/23/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Professional Development	Staff training on Bloomberg software	10,000	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	Network and Infrastructure	Upgrade wireless infrastructure	250,000	One-time	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources	N/A

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 05/23/2022

	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:			**430,000**			

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.**

Technology Plan and Presentations: https://www.roslynschools.org/Page/1325 **Technology Resource Web page with recorded Professional Development sessions:** https://mpassi00.wixsite.com/rpsdigitaltechnology **INCubator and ACCELerator entrepreneurship classes:** https://docs.google.com/presentation/d/e/2PACX-1vTSFkhZKAr1oYDOelyBb-gOxhYP5k1G9D6s_XQBoP7ihMo-SMvXsXGdIv0PDg1dR9XFXpUdhbn3CCkn/pub?start=true&loop=true&delayms=3000&slide=id.p2 **Reopening Plan:** https://sites.google.com/roslynschools.org/reopenroslyn/message-from-the-superintendent_1

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: 02/01/2022

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	☐ 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	☑ Technology Support
☑ Data Privacy and Security	☐ OER and Digital Content	☐ Other Topic A
☑ Digital Equity Initiatives	☐ Online Learning	☐ Other Topic B
☐ Digital Fluency Standards	☐ Personalized Learning	☐ 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	Jason Lopez	Assistant to the Superintendent Technology and Security Infrastructure	jlopez@roslynschools.org	☑ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☑ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and Learning with Technology ☑ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized

Page Last Modified: 02/01/2022

	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	Michelle Passi	Program Specialist for Technology Expansion Chief Privacy Officer	mpassi@roslynschools.org	☑ 1:1 Device Program ☐ Active Learning Spaces/Makers paces ☐ 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: 02/01/2022

	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	Dr. Jessica Kemler	Program Specialist for Tech Expansion	jkemler@roslynschools.org	☑ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☑ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and

Page Last Modified: 02/01/2022

	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

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 02/01/2022

	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.