2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

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

Donald Heberer

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.**

District Administrator for Instructional Technology

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

   The mission of the Comsewogue School District is to empower our students to become lifelong learners through clearly defined goals and personal connections in a collaborative and inclusive learning environment where all members of our community are partners in fostering well-rounded global citizens who celebrate diversity and are prepared to achieve their maximum potential.

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

   Our instructional technology integration plan is designed to meet specific objectives, which further our vision and help to achieve the mission of the Comsewogue School District. The objectives have been selected with intent to position technology as the seamless platform where learning takes place. We offer students 21st century skills and learning opportunities that are independent of time and location. This has required us to rethink every aspect of our education system. It demands more than teaching students to be problem solvers and effective collaborators. We have focused our curriculum around Problem-Based Learning, Social Emotional Learning and Diversity. Students have the opportunity to be actively engaged in their learning through the support of a wide variety of software, hardware, webware. This is supported through technology infrastructure as well as support staff. A big part of our plan is the 1:1 Chromebook initiative throughout the district. We have looked critically at our pedagogy and have continued to move to more active learning and student-centered classrooms. The role of the teacher shifts from the teacher as the provider of educational services to student-as-worker - "sage on the stage" to the "guide on the side." Technology will continue to be a catalyst in our shift to student-centered learning. All of our planning, teaching, and assessing is centered around the needs and abilities of students. We strive to provide a learning environment that supports the strengths and needs of individual learners, preparing students to be college and career ready. Technology enables teachers to provide students with resources to meet their individual learning styles and achieve their highest potential. Comsewogue School District has regular Technology and Curriculum Council meetings to discuss instructional technology.

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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.**

In order to develop our technology plans we leveraged several meetings of our Technology and Curriculum Council to discuss areas of improvement in educational technology. The SMART Schools Bond Committee is a sub-group that was spun out of this committee and helps develop our SMART Schools Investment Plan as well as other grants and funding programs. Both of these groups were teachers from all different grade levels and subject areas, administrators at the building and district level, students, parents, board members and community members.. In addition, we had support from the Board of Education, Teacher's Union and Community Members. The SMART Schools Bond Committee was smaller and focused solely on SMART Schools Investment but discussions about the direction of the overall district was also discussed. It has since expanded to include discussions about other EdTech grants and funding programs. One of the other areas of focus was the Comsewogue Facilities Bond Committee, which included many infrastructure improvements. In addition, input was taken from the Library Media Specialists. All teachers in the district were surveyed to determine which technologies they would like to see more of in the district as well as what areas of professional development need to be focused on. Our Instructional Technology Department and Technology Support Services Department attended workshops on Data Security Privacy, ADA Compliance for Websites, ESBOCES Technology Directors Meetings, RIC Advisory, and ASSET Meetings. We had Technology and Curriculum Council meetings quarterly, and met weekly with our Networking company weekly.
Technology/Curriculum Council Meetings:
- October 17, 2017
- January 23, 2018
- February 12, 2018*
- April 24, 2018*
- October 15, 2018
- January 7, 2019*
- March 25, 2019*
- May 13, 2019
- October 7, 2019
- January 13, 2020*
- March 9, 2020*
- May 20, 2020*
- October 5, 2020
- January 11, 2021*
- March 8, 2021*
- May 17, 2021
- October 18, 2021
- January 10, 2022*
- March 21, 2022*
- May 9, 2022

*Sub-committee for SSIP also met and/or discussed at the Technology / Curriculum Council meeting.
Upcoming Technology/Curriculum Council Dates:
- October 3, 2022
- January 9, 2023
- March 6, 2023
- May 8, 2023

The outcomes of our planning were evident in the fact that we were able to determine the best way for our students to learn in person and remotely and overcome the challenges we faced over the last few years. Being able to have a Technology and Curriculum council was a key component in being able to adapt to any of the unexpected changes. In recent planning, we are focusing on modernizing our classrooms with newer interactive whiteboard technologies. Additionally, through careful planning we are able to anticipate some of the needs of the district and budget for them accordingly.

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

   Since the development of the previous plan we have moved forward with several of the initiatives that we outlined in 2018. Many of these programs have been implemented and have evolved as a result of the COVID19 and have leaped forward in many ways. These include internet access in the classroom. In addition to access points and saturation we have also increased our overall bandwidth pipe to allow more simultaneous throughput for our students and staff. More students and staff now have access to a Chromebook device. This further increased our 1:1 to full capacity, which was critical to our operations from March 2020 - June 2021. Additionally, from a software perspective, we have added a plethora of tools for our teachers and students, many of which were suggestions from our Technology and Curriculum council committee members. These tools include: Screencastify, Nearpod, Kami, EdPuzzle, Quizziz, Seesaw, Google Workspace Enterprise, etc. In looking back at our previous goals, I feel that we have at least met or exceeded our expectations. As we look forward to the next five years, I think what drives us is to never feel like we are done, we have to constantly plan to improve. Having committee's and this formalized planning process keeps us on top of what we need to do to keep improving.

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

During the pandemic we offered Online or blended learning options (changes or additions) for our students. In particular, we offered completely online instruction from mid-March 2020 to June 2020. For the 2020-2021 School year, we offered hybrid instruction. We ensured that our students had access to the internet at home by partnering with our local library and reserved internet hotspots. We purchased additional Chromebook devices to ensure that our students had 1:1 access to Chromebooks. We offered daily technology professional development sessions for teachers and staff during the first part of the pandemic. This was facilitated by our Educational Technology Specialist teacher and our District Administrator for Instructional Technology. We did Google Meet, Nearpod and recorded sessions with Screencastify. Teachers were provided access to Seesaw at the K-2 level, Nearpod, Kami, Screencastify, and WeVideo. Throughout the following year our teachers received additional support through technology professional development. Additionally, we hired additional computer technician support to help with teacher and student needs. Lastly, we had additional community involvement through our COVID community meetings, Technology and Curriculum Council and Smart Schools Bond Committee.

Overall Outcomes:
• Teachers, Staff and Students are not afraid of doing a video chat. Although in person communication is often preferred, virtual meetings, lessons etc is now a viable option when necessary.
• Staff is willing to try new things more easily. Additionally, there is no one that can say they don't need to use the technology.
• Students are more savvy and understanding of technology changes. As access to technology increased, so did their ability to learn with the technology.
• In some cases staff, teachers and students can stay on task as for extended absences.

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

   Yes

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

Recently our focus for our Technology has been the deployment, maintenance and professional development around 3 key areas:

1. Chromebook 1:1

We've been 100% 1:1 since 2020, we are currently replacing aging out devices with newer models to maintain this ratio. Our staff and students are provided with Chromebooks to help improve their learning experiences in and out of the of classroom. Our teachers have received hundreds hours of hands-on, in person and virtual professional development on the Chromebooks and the related technologies over the past decade as we are approaching our 10 year anniversary of starting our 1:1 plan.

2. STEAM Related Technologies

We believe that STEAM education is not discipline specific and STEAM is a mindset. The principles of STEAM are universally transferable to any subject. As we work to provide these opportunities to our students in the form of coding exercises, lessons and activities, we want to ensure that the teachers also have all of the skills, tools and training necessary to effectively implement STEAM and Computer Science standards in all curriculum.

3. Instructional Support

Additionally our teachers are supported by professional development in all areas of technology and professional growth. We have our Educational Technology Specialist teacher that supports the teachers and staff through workshops, push-in support, and other training. Additionally, we have our library media specialists in each building that help support professional development for teachers.

Overall Evaluation and Followup

In order to make sure that teachers were not being overwhelmed with the technology professional development, we were cognizant of different skill levels. We offered everyone beginner level training that was mandatory, and also offered intermediate and advanced levels of training for those that needed or wanted to learn more. This model allowed the teachers to stop at the level that they felt most comfortable with.

We also offered teachers several feedback surveys through Google Forms to share feedback on what they most valued and what they needed to improve in the future. This data was critical in not only designing workshops but also with individual follow-up. We did this during the pandemic and we continue to provide resources for teachers to access and on-demand videos for them to watch as they implement technology in their classrooms. We continue to evaluate our process for professional development. We also do a needs assessment quarterly for teachers. We have teachers at our Technology and Curriculum council meetings that regularly offer suggestions and feedback for topics and areas for future professional development. We do not believe in "one and done" training.

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Overview: In this new section, the District is asked to outline the extent to which they have achieved, at the local level, goals put forth in the 2010 Statewide Learning Technology Plan.

1. **Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.**
   The district has met this goal:

   Fully

2. **Digital Use – The District's learners, teachers, and administrators are proficient in the use of technology for learning.**
   The district has met this goal:

   Fully

3. **Digital Capacity and Access – The District's technology infrastructure supports learning and teaching in all of the District's environments.**
   The district has met this goal:

   Fully

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

   Fully

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

   Fully

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1. **Enter Goal 1 below:**

Digital Learning & Innovation

Specific: Aligned to the Digital Content NYSED Goal, Comsewogue prides itself on the implementation of new tools and technologies to support digital learning. Comsewogue has Chromebooks in 1:1 deployment to support our students and teachers deliver content that's innovative and accessible for all learners. STEAM based learning programs, software and lessons are a key focus of our goals moving forward. The target population is our teachers and students. As our classroom instruction evolves into a more student centered learning environment is it important we empower our students and teachers with the tools they need to succeed effectively.

Measurable: We can measure this goal by looking at the increase in teacher and technology use overtime. Looking at individual computer applications and teacher/student usage reports will give us a good idea of improvement, but metadata applications like Google and Classlink will allow us to track progress over time for both teacher and students. As for other opportunities with the STEAM curriculum, we can look at student/teacher demand for these technologies, number of lessons with STEAM based principles, etc. Our Educational Technology Specialist teacher will be able to keep track of this over time.

Achievable: This goal is achievable because we intend to continue to invest in hardware, software, webware and STEAM based technologies over the next three years. We can measure how our investment compares with our usage reports for teachers and students. If we compare our usage from 2021-2022 as the baseline we can see the rate of change and measure if there is an increase or decrease in usage.

Relevant: This goal is relevant because it is the cornerstone of our overall initiatives for the district. We have used our Smart Schools Investment Plan money, as well as other grants, in conjunction with our general budget to invest in these technologies. By meeting with stakeholders; teachers, students, administrators, and community members we can ensure that our goals align to the needs of our diverse community.

Time-Bound (and Accountability): In order to ensure that we meet our goals in a timely manner, we will take snapshots incrementally throughout the next three years. By pulling reports in January and June each year we will be able to measure our progress throughout these time based checkpoints. By working with the District Administrator for Instructional Technology, Network and Systems Coordinator and our Assistant Superintendent for Instruction, we will hold each other accountable to these criteria for the defined goal.

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

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

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

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

In order to accurately measure progress toward this goal, we will be able to use data from tools like Classlink Analytics, Google Analytics, Google Classroom/Seesaw data, Gopher Tools, Schoolsource Forms Automation and Workflow and more. These reports and tools will help use to determine the progress as we begin to implement more instructional technology in the classroom.

By utilizing the tools mentioned above, we can measure increased usage from our students, teachers and staff as we begin to roll out more tools in our district. By looking at this data we can see not only the ROI of these tools but also how often and in what ways these tools are used instructionally or for staff.

We would like to have a 25% increase by the end of 2025 compared to application usage in Classlink and Google based on reporting, using 2021-2022 as a baseline number.

By 2022 - 2023, we plan to have a 15% increase in usage compared to 2021-2022.

By 2023 - 2024, we plan to have a 20% increase in usage compared to 2021-2022.

By 2024 - 2025, we plan to have a 25% increase in usage compared to 2021-2022.

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	Research	Research of instructional technologies that can engage students in the 21st century skills that they need for the future. These include but are not limited to basic computer skills, digital learning experiences, STEAM, PBL and computer science education. We also are trying to foster non-traditional learning experiences by promoting career pathways for students.	Other (please identify in Column 5)	Committee of Teachers, Tech Team, Admins, Etc	07/01/2022	0
Action Step 2	Budgeting	Utilizing the multiple funding sources we have such as: SSIP, American Rescue Funds, GEERS, ECF, e-Rate and other grants, we will	Business Official	District Admin of Ins Technology	07/01/2023	$5,450,000

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		continue to determine how to best allocate these funds in conjunction with our general budget and ongoing Bond project to best allocate monies to support these goals in the both the long-term and short-term future.				
Action Step 3	Curriculum	Working together with our Technology-Curriculum Council, we will be developing curriculum that is supports our overall goal for the school district. It's important to make sure that curriculum drives the technology rather than the other way around.	Assistant Superintendent	District Admin of Ins Technology	07/01/2024	300000
Action Step 4	Learning Spaces	In an effort to provide new learning experiences for our students, we must look at our instructional spaces and have them redesigned for the 21st century. This includes modern seating and classroom design for more student centered and independent learning opportunities.	Other (please identify in Column 5)	Facilities Coordinator	07/01/2025	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.

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

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1. **Enter Goal 2 below:**

Professional Development

Specific: Technology is useless if you don't know how to use it properly. By making sure our teachers, staff and students focus on the NYSED goal for Digital Use. This applies to students and adults alike. That's why professional development is such an important aspect of our technology plan. We plan to continue to offer professional development to our teachers and staff as new technologies evolve and are implemented. One of the new ways we have to do this at the secondary level is through the development of a 9th period. By adding this extra period for the teacher, it opens up additional opportunities for technology professional development. As we begin to restructure our school day, this will provide an opportunity to give more regular professional development for elementary teachers. Additionally, we will be offering our professional development mostly in person, but additionally we will be recording on-demand sessions for teachers in the event that they miss the in-person professional development.
Measurable: We can measure the increase in total professional development minutes, by comparing it to the 2021-2022 year as a baseline. In the High School, we will use the extra period in 2022-2023, this will be added to the Middle School in the 2023-2024 school year. In 2024 - 2025, we will be looking to implement more regularly scheduled professional development for the elementary level. We specifically look to increase our overall professional development minutes from 3 dedicated hours/year to 4 dedicated technology hours a year for 2022 - 2023; 5 hours in 2023 -2024; 6 hours in 2024 -2025 for the Secondary level.
Achievable: This tiered and gradual increase allows us to attain these goals in a reasonable amount of time, without making them too easy that they lose any credibility. Perhaps we might be able to increase our professional development contact time, more rapidly but since this is a new initiative, we would rather proceed slowly so as not to overwhelm our teachers.
Relevant: Technology without proper training is useless. Increasing our educational technology support for our teachers will not only help them use all of the investments in hardware and software we have made, but it will allow our students to reach their full potential and beyond. As we have made several investments through our general budget, grants and other financial opportunities, we need to provide training at the same level of scalability as our purchases.
Time-Bound (and Accountability): As we look to tie these initiatives to time specific benchmarks, professional development is not something that can be completed. It's something that is constantly reinforced. However, if we can make sure that at the end of each school year, we can evaluate the professional development quantity and quality through discussions in our technology and curriculum council. Additionally, by calculating the amount of time overall of professional development will provide quantitative data for each year. We can achieve accountability and comprehensive fidelity of the program through reflection and evaluation by the District Administrator for Instructional Technology, Assistant Superintendent of Instruction, and Educational Technology Specialist teacher.

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)

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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.**

One of the main ways that we measure the success of the professional development we provide to the teachers and staff is through surveys and feedback. We will continue to adjust this through feedback, as we roll out professional development.
By leveraging our dedicated Educational Technology Specialist teacher, Frank Franzese and our library media specialists we will be able to provide in-person, virtual, hybrid professional development. As we deliver more professional development and provide resources to staff and teachers, we grow our shared Google Shared Drive of resources, videos and guides. We recording our training sessions during the COVID19 pandemic and we have continued to do so. Although live in person or synchronous professional development is always preferred, giving the option of on-demand resources has proved valuable during this time. We can check "views" and "times accessed" of these resources also which will help give us a metric toward measuring our goals.

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	Collaboration	Ongoing Push-ins Faculty Meetings Grade Level Meetings One-on-ones Committee Meetings Council Meetings PLC Admin Meetings	Other (please identify in Column 5)	District Admin for Ins. Tech	07/01/2022	0
Action Step 2	Implementation	Ongoing - Unified Professional Development and District Vision PBL - supported by technology Technology PD - for instructional use in the classroom Vendors PD for specific software / hardware ESBOCES / Model Schools - for support on services. Middle	Instructional /PD Coach	Educational Technology Specialist	07/01/2025	$300,000

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		States goals for future - technology for support				
Action Step 3	Professional Development	Ongoing Technology PD Evaluation: Attendance Project based evidence of student / teacher usage of hardware/software Schedule of PD dates, meetings, workshops, etc Library Media Specialist projects. Access Logs for PD Resources (measured through Classlink/Google Drive))	Instructional Technology Coach	Educational Technology Specialist	07/01/2025	$78,000
Action Step 4	Evaluation	Based on Surveys, Feedback and Teacher/Staff use of the tools, we can make adjustments as needed.	Assistant Superintendent	District Admin for Ins. Tech	07/01/2025	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	Planning	Planning in the beginning, middle, end. Throughout the process. At the end of the evaluation process planning for what is next.	Other (please identify in Column 5)	All- Ed. Tech Specialist, District Admin for Ins. Tech, Asst. Superintendent for Curriculum	06/30/2022	0
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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

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1. **Enter Goal 3 below:**

Modernize Computer Systems, Infrastructure, Network and Security
Specific (simple, sensible, significant).
The focus of this goal is to improve Digital Capacity and Access for our school district. This aligns to the NYSED Goal. We will achieve the goal by doing the following: Replace older switching equipment, access points, additional networking drops, and overall infrastructure. Additionally, we strive to improve our overall physical and network security to provide the safest environment for our students and staff. These improvements include additional digital door access, adding and updating security cameras in our buildings and grounds. We are also working to invest in 3rd-party patching and managed SOC for external cybersecurity experts to monitor our environment, devices, logs, and network for threats with our vendor, Network Outsource. On the professional development aspect we are providing end user security awareness training through the use of an integrated platform, KnowBe4 for security awareness training combined with simulation models. Lastly, we are replacing our current ticketing, workflow and inventory management system with Incident IQ, which is a more seamless integration model to aid in the policies and protocols being enforced for asset management and technical support.

Measurable (meaningful, motivating).
The way we intend to measure this goal and its corresponding subgoals is through the following metrics. Our sub-goal for our switching equipment and access points is to replace/upgrade 100% of them by the end of 2025. By the end of 2023, we expect to have 30% of our switching equipment and access points replaced, by the end of 2024, we expect 60% of our switching and access points replaced, and by the end of 2025, we expect the full 100% replacement to be completed. Our sub-goal for network drops is to increase the number of IDF in the district by 30% by the end of 2025. We are focusing on an average of 10% increase each year. For our sub-goal, physical security is focused on door access and security cameras. The subgoal is to replace/upgrade 60% of them by the end of 2025. By the end of 2023, we expect to have 20% of our door access and security cameras replaced/upgraded, by the end of 2024, we expect 40% of them to be replaced/upgraded, and by the end of 2025, we expect the full 60% replacement to be completed. By the end of 2024, we expect to have a fully implemented Managed SOC. In order to measure success for staff on our KnowBe4 platform we would like to have an average phish-prone score of less than 5% for 2023, less than 3% for 2024, and less than 2% for 2025. In order to measure the successful implementation IncidentIQ Asset management tool, we will use the following metrics: For the asset management piece, by the end of 2023, 50% of all assets are recorded in the system, by the end of 2024, 75% of all assets are recorded in the system, by the end of 2025, 100% of all assets are recorded and tracked in the system. All of these steps are designed to adhere to the NIST framework and give us a measurable plan to increase our overall compliance and instructional and organizational experience for our users.

Achievable (agreed, attainable)
Our goal and sub-goals are achievable because they are realistic, data driven, measurable and accountable to the instructional needs of the school district. These sub-goals will also be able to be achieved financially through the following funding sources; general budget, eRate, Coronavirus Aid, Relief, and Economic Security Act, Smart Schools Investment Plan, Emergency Connectivity Fund, as well as other grant opportunities. From a staffing and implementation perspective, we have the technical staff, vendor support and professional development and training resources available to ensure that all network technicians are trained as well as our end users (teachers, staff and students).

Relevant (reasonable, realistic and resourced, results-based)
Our sub-goals can be assessed through reporting and self-auditing measures such as, pulling reports, downloading logs, tickets, observational data, etc. As we begin to analyze this data, we can reflect, meet with stakeholders (vendors, teachers, admin, students, community members) share best practices, tweak, and improve our plan as it is implemented. Being able to be adaptable gives us the opportunity for continued improvements and allows us to provide the best overall experience for our school district, employees, students and community members.

Time bound (time-based, time limited, time/cost limited, timely, time-sensitive)
As indicated in our "Measurable" summary, we have targeted specific timeframes and checkpoints for our sub-goals. This provides a detailed structure and pathway to these achievable goals with support of a level of accountability to reach these goals. Additionally, in order to ensure that these tasks are fully implemented, completed and addressed in accordance with our plan, regular meetings will be held with the Network and Systems Administrator, District Administrator for Instructional Technology and the Associate Superintendent. Lastly, the status of these projects will be discussed quarterly at our Technology and Curriculum council meetings that includes stakeholders from the school district and the greater Comsewogue Community.

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

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

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

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

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

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

As stated in-detail in the SMART goal listed above, the aforementioned sub-goals will be measured through the use of analytics, reports provided within the various tools being implemented, reports from vendors, and in some cases observational data. These generated reports, logs, and self-audits will allow us to measure with quantitative data and allow us to make data-driven adjustments to our plan and evaluate progress. Specific examples will include ticketing system logs, network access reports, knowBe4 training logs, equipment purchases and install invoices, etc. In addition, we will monitor the overall experience of the end users, their daily function and ability to complete their tasks without interruption or delay.

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	Infrastructure	Upgrade current switch infrastructure Replace all the End-of-Life 6000 series switches, add redundancy and additional PoE capacity throughout the district	Other (please identify in Column 5)	Network and Systems Admin	07/01/2025	$200,000
Action Step 2	Infrastructur	Upgrade the current	Other	Network and Systems	07/01/2	$300,000

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	e	Wifi infrastructure to WiFi 6 Technologies Upgrade the current Aerohive wireless infrastructure to the Extreme AP410C which includes a Tri-Radio Design allowing for two radios to be configured for 5Ghz support at 4x4:4 Multiple-In, Multiple-Out (MIMO). For one-to-one deployments and ensuring proper density and high-speed connectivity, for classroom coverage as well as public areas.	(please identify in Column 5)	Admin	025	
Action Step 3	Learning Spaces	Outdoor Learning Spaces Provide connectivity to outdoor learning spaces and accessibility for community programs	Other (please identify in Column 5)	Network and Systems Admin	07/01/2025	$30,000
Action Step 4	Cybersecurity	Implement\continue cyber security support End user awareness training - Know Be4 Maintain security updates on all applications utilizing a 3rd party patching services	Other (please identify in Column 5)	Network and Systems Admin	07/01/2025	$75,000

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						

IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Budgeting	Implement in an integrated ticketing system with educational industry focus An integrated system to support policy and protocols for asset management and end user policy through the integration with the SIS, domain, inventory and technical support systems (Incident IQ)	Other (please identify in Column 5)	Network and Systems Administrator	07/01/2025	$40,000
Action Step 6	Policy/Protocols	Mail Encryption Services and DLP Service Continue the use of DLP Services and mail encryption to adhere to EdLaw2d and PII policy and protocols (Zix or equivalent and Watchguard DLP services)	Other (please identify in Column 5)	Network and Systems Administrator	07/01/2025	$81,000
Action Step 7	Policy/Protocols	Managed SOC Services Implement Threat Monitoring Platform for detecting malicious and suspicious activity across three critical attack vectors Endpoint, Network and Cloud (Crowstrike or similar product)	Other (please identify in Column 5)	Network and Systems Administrator	07/01/2025	$56,000
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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

Yes

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

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1. **Enter Goal 4 below:**

Digital Resources and Automation

Specific: One of the district goals over the last two years (not included in the last 2018-2021 plan), has been to make many of our systems automated. We started this goal prior to the Covid-19 pandemic and have accelerated it since. This includes taking our paper forms and making them into digital forms that have implemented workflow and record keeping. Another focus has been to have more systems implement data flow from one system to another to limit the amount of manual entry that needs to be completed for the district. Although this initiative is not tied directly to a specific NYSED goal, it helps support all five of the goals that NYSED has provided. However, this is a leadership and vision based goal, as we automate other systems and implement digital forms, we can move data between systems more quickly and accurately.

Measurable: Over the last few years we have spent time identifying forms in paper format that can be upgraded to a digital format with a workflow component. We have implemented 20+ forms in the last 2 years. We would like to continue implementing these forms. By 2022-2023 we would like to have 30+ forms available in digital format. By 2023-2024 we would like to have 35+ forms available in digital format. By 2024-2025 we would like to have all remaining eligible forms available in digital format. For our account automation plan, we would like to move toward flowing all account creation, changes, and internal accountability forms flow data through our digital forms into our systems like our Student Information System (SchoolTool), nVision, Google Admin Console, Active Directory and our OneSync/RosterServer/Classlink. By 2022-2023, we would like to move all users to Azure Active Directory rather than a locally managed Active Directory server. By 2023-2024, we would like to move our employee and staff systems to flow data automatically into OneSync/RosterServer so we can keep teachers and students in our SchoolTool system. Lastly, by 2024-2025, We would like to be able to have all student accounts, staff accounts to be created in one system and have their accounts created and/or updated in any subsequent systems.

Achievable: Since we have developed the simplest forms first and automated the simplest systems first, the pace and cadence of this goal might seem slow and modest at best, but we have essentially saved the most difficult integrations for last. By making small gradual incremental changes we have the ability to tweak and monitor them as we go through the process.

Relevant: The biggest time consuming task that our computer technicians and staff have is managing accounts, data and users for software and web-based applications. Several factors make manual entry and paper inefficient. This will help streamline and make better use of our time and also increase our security for off-boarding accounts.

Time-Bound (and Accountability): By tying our specific measurable goals to a time-table for each year, it adds to the accountability of our goals. Specifically, for this goal to be evaluated properly we will look toward the District Administrator of Instructional Technology, Network and Systems Coordinator as well as our district Data Privacy Officer.

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	☐ 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

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

In order to most effectively have our systems integrate with one another, we have used tools like OneSync/Roster Server, LittleSIS, Gopher Tools, RICone. Whenever possible we use Google SSO or Classlink to allow the connection of third-party accounts to our Google and/or Classlink accounts. Whenever possible we use SAML, OAuth, or LTI connections to ensure the best possible way for the data to flow. By flowing everything through Google and Classlink we have the ability to pull reports on usage from our teachers and students. This data is helpful during the budgeting season when we plan. Leveraging these reports will help use see how the usage of the tools increases with deeper integration.

For our digital forms planning and integration, we have tools like SchoolSource Forms, and Final Forms which allow us to make forms dynamic and available online. This gives us the ability to not only save paper, but it also gives the power to track, filter and audit the types of forms that are being completed. We can measure this easily through reports.

This goal is on-going, so it's really a moving target but we can know if we achieved our goal by eliminating all (possible) paper forms for the school district.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	First, we had to determine what the digital form program would be able to do and how that could be used for our district. We are continuing to update forms as we progress through the process.	Other (please identify in Column 5)	District Administrator of Ins. Tech.	07/01/2025	0
Action Step 2	Implementation	This was the longest step that is on-going. Recreating paper forms and keeping them updated is a constant process. However, we've found that it gets easier and easier the more that you do. We are continuing development of new forms regularly.	Other (please identify in Column 5)	District Administrator of Ins. Tech.	07/01/2025	$100,000
Action Step 3	Professional Development	Teaching staff and teachers to not use the paper forms anymore and how to access the	Other (please identify in Column 5)	District Administrator of Ins. Tech.	07/01/2025	0

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IV. Action Plan - Goal 4

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		forms was part of the process, however, putting them on the Classlink portal made them so easy. We will continue to provide this as needed.				
Action Step 4	Evaluation	Although this is ongoing, We are always getting feedback from our users on how to make the forms better so they can best serve the district and the involved parties.	Other (please identify in Column 5)	District Administrator of Ins. Tech.	07/01/2025	0

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

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

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

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1.   **Explain how the district use of instructional technology will serve as a part of a comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students.**

Educational Technology is no longer an optional add-on. It's not just something that educators can just use to enhance a lesson. Technology is now embedded in every aspect of planning, instruction, assessment and reflection. From our LMS, Google Classroom and Seesaw, to our Single-Sign on solution, Classlink, to our 1:1 Chromebooks district-wide, our students and educators have the opportunity to explore anything with the technology at their fingertips.

Students in Comsewogue can leverage STEAM based learning opportunities, PBL opportunities and technology based learning through exploratory lessons that are student centered. Since we started implementing Chromebooks in 2013, our students have grown up with them in the classroom. They learn basic skills in early elementary, late elementary, middle school and beyond. Students are already learning and applying the four C's of 21st century learning, computer science and digital fluency standards into their learning,

Our Smart Schools Investment amendments and plans have been focused on three main themes: Chromebook 1:1 sustainability, Interactive Learning Experiences, and STEAM based learning. By supporting the Chromebook 1:1 program, we can ensure every student has access to a computer. Through our interactive learning experiences, we can ensure that new hardware is present in the classroom for teachers to engage students in their lessons. Lastly, we have invested in STEAM focused hardware in the elementary classroom and the secondary level to support discovery based learning and immerse students in the design thinking and iterative process.

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.**

Comsewogue has been moving toward a 1:1 for Chromebooks since 2013. So we were prepared more than most districts when we had to shift to a remote based learning model due to the COVID19 pandemic. Students were familar with how to use the Chromebooks and using the technology to learn in a remote setting. As the pandemic progressed we continued to invest in technologies, software, webware that enhanced instruction, communication, or engagement in in-person, virtual and hybrid instructional modalities. Our SSIP was amended twice to reflect these changes and shifts in our original planning. We also were able to leverage additional funding sources to modernize additional aspects of our learning environments and classroom spaces.

We increased our bandwidth and access points throughout the district to provide better coverage in school. We also partnered with our affiliated Public library to provide Mi-Fi access to students at home. Additionally, we hired more computer technician staff to support all of the technology in the school district. We also worked with our partners for professional development and vendors to gain access to multiple resources.

Although, we firmly believe in the importance of in-person instruction in our schools, we have the capacity and ability to provide remote and hybrid learning when needed. In large part, as a result of our approved ECF funding we are able to provide devices to replace our end of life Chromebooks for our students to have access to learning "everywhere, all the time".

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.**

- Chromebooks have many assistive features for enlarging the screen
- Chromebooks have ability to do "Speech to Text"
- Chromebooks have ability to do "Text to Speech"
- Software like CaptiVoice allows the teachers and students to leverage playlists
- Software like the Xerox OCR and Translate can provide paper materials in digital forms
- Software like Kami can allow students to annotate documents digitally.
- Software like, Read180, AimsWeb, and Other tools provide adaptive learning that scales and changes based on the students' ability
- Some students have devices like iPads which offer special software such as ProLoQuo2 and other assistive technologies
- In some classrooms, teachers have audio enhancement systems, like FM Systems for both individual and classroom use which amplifies the teachers' voice
- The uqbitious deployment of Chromebooks and devices has allowed for CSE meetings to be done virtually in some cases which has allowed for greater parent attendance and student advocacy

V. NYSED Initiatives Alignment

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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

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

Yes

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

In the 5 languages most commonly spoken in the district

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

1. English
2. Spanish
3. Turkish
4. Urdu
5. Arabic

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

- ☑ Technology to support writers in the elementary classroom
- ☑ Technology to support writers in the secondary classroom
- ☑ Research, writing and technology in a digital world
- ☑ Writing and technology workshop for teachers
- ☑ Enhancing children's vocabulary development with technology
- ☑ Writer's workshop in the Bilingual classroom
- ☑ Reading strategies for English Language Learners
- ☑ Moving from learning letters to learning to read
- ☑ The power of technology to support language acquisition
- ☑ Using technology to differentiate instruction in the language classroom

- ☑ Multiple ways of assessing student learning through technology
- ☑ Electronic communication and collaboration
- ☑ Promotion of model digital citizenship and responsibility
- ☑ Integrating technology and curriculum across core content areas
- ☑ Web authoring tools
- ☑ Helping students connect with the world
- ☑ The interactive whiteboard and language learning
- ☑ Use camera for documentation
- ☐ Other (please identify in Question 8a, below)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

☐ Provide online mentoring programs.

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

☑ Offer a technology/support hotline during flexible hours.

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

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

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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

- ☑ The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
- ☑ The district uses instructional technology to facilitate classroom projects that involve the community.
- ☑ The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.
- ☑ The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- ☑ The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.
- ☑ The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- ☐ Other (please identify in Question 10a, below)

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1. **Staff Plan**

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

	Full-time Equivalent (FTE)
District Technology Leadership	2.00
Instructional Support	1.60
Technical Support	7.00
Totals:	**10.60**

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	Network and Infrastructure	Internet Connectivity	1,516,257	Both	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☑ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
2	End User Computing Devices	Peripheral Devices	2,834,618	Both	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Bond ☑ E-Rate ☑ Grants ☑ Instructional Materials Aid ☐ Instructional Resources Aid ☑ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Instructional and Administrative Software	Professional Development	1,078,273	Both	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☑ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
4	Staffing	N/A	2,200,000	Annual	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
Totals:			**7,629,148**			

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://comsewogue.k12.ny.us/district/administration/instructional_technology

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

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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	Donald Heberer	District Admin for Instructional Technology	dheberer@comsewogue.k12.ny.us	☑ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Natasha Zublionis	Network and Systems Administrator	nzublionis@comsewogue.k12.ny.us	☑ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and

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

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

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

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