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?**

Penny Curry

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

   Director of Technology

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

Through a commitment to educational excellence in a secure, supportive environment, the Wantagh Public Schools shall inspire students to develop a strong sense of individual worth and respect for others, to become lifelong learners and independent thinkers, and to fulfill themselves as concerned citizens in a diverse world.

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

Technology is a learning tool used to support, expand, and enrich curriculum-based instruction. It meshes seamlessly within our spiraled educationalprocess to foster creativity and communication while addressing a variety of learning styles and academic levels. Technology education is an on-goingprocess equipping our students with the life skills they need for success today and for the competitive world of tomorrow. Through this vision the district supports students and staff with tools to:
• Provide tools to enhance and redefine the learning in all classrooms
• Encourage problem solving, exploration and learning in the classroom and in real-world settings
• Provide student-centered learning
• Provide support, equitable distribution and access to technology for all students and staff
• Enhance staff productivity
• Provide for both current and future needs
• Provide easy to use, state of the art technology throughout the district
• Implement a comprehensive, integrated management information system
• Encourage and assist effective district-wide communication
• Complement current key teaching strategies

3. **Summarize the planning process used to develop answers to the Instructional Technology Plan questions and/or your district comprehensive Instructional Technology Plan. Please include the stakeholder groups participating and the outcomes of the instructional technology plan development meetings.**

The process used to develop answers to the Wantagh Instructional Technology Plan included participation and discussions at district meetings, surveys, and observations. In order to build this plan, the district Technology Committee met in October, December and January to map out three focus areas: Effective use of Technology for Instruction, Infrastructure/Security, and Professional Development. The development of the plan was discussed at meetings within the teachers, administrators and the technology team as well as shared during board of education planning sessions. Goals and action steps were developed in order to support district technology initiatives.

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

In our previous plan, our goals were similar. Due to the rapid increase of student devices and isntructional applications as a direct outcome of the global pandemic, our focus now shifts from acquiring necessary hardware and software, to developing a strong professional development plan as well as maintaining and improving upon security and infrastructure. During the past three year plan, we were successful at going from a grades 6-12 1:1 Chromebook initative, to a full K-12 1:1 Chromebook initiative. As part of the technology plan, we hired two full-time Technology Instructional Specialsts. The elementary and secondary technology specialists work closely wtih students, teachers, staff and parents to support the integration of technology in teaching and learning. They developed courses for teachers as well as model and demonstrate technology applications in the classroom with students in real-time. Moving forward, their leadership and support will be critical to continue using all of the tools available, as well as look for new opportunities for teachers and students. During committee meetings, the team discussed and brainstormed several ways of providing support to teachers, including creating self-paced lessons that teachers can take to receive in-service credit. The district's infrastructure, including a major increase in bandwidth to support 1:1 learning will continue to be monitored and plan for replacement of aging equipment as necessary to maintain and support technology use. The district continues to replace antiquated classroom equpiment such as teacher computers and SMART Boards with computers with solid state drives and Interactive panels to enhance instruction in the classroom.

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

It is without doubt that the COVID pandemic not only increased all aspects of technology, but created an enormous shift in the way educational content would be delivered. As part of the long term planning, we implemented several technologies including a learning management system, single sign on applications and an integration of programs with our student information system that would have been slowly implemented rather than overnight as we needed to put things in place as quickly as possible to make this shift. Remaining Smart Schools Funds were used to purchase Chromebooks for grades K-5 students and as a result, there was a need for an increase in professional development for teachers as well as provide technical assistance for students and parents. During the pandemic, surveys were sent out to families to ensure students had adequate access to the Internet as well as to gather feedback from parents on where additional support would be needed and/or helpful. The district offered several hotspots to families in need as well as worked with Nassau BOCES to provide wifi through a program with Optimum for students in need of service. The district's bandwidth was increased to 900M to ensure that students and teachers would have continuous access during the day. This plan will continue to ensure that all of the improvements made during the pandemic will continue to be promoted through on-going professional development as well as support from the district's IT department support team.

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.**

Wantagh UFSD provides on-going professional development to faculty, staff, administration, students and parents in a variety of methods to increase proficiency and to promote the use of technology for student learning. On a day to day basis, the technology integration specialists assist teachers in a variety of ways. This includes scheduled push-ins, one on one meetings, email support and weekly TechIT Tuesday email blasts which focus on promoting a tool or tip to encourage teachers to try something new and/or to simply remind teachers of how to incorporate the tool into their lessons. On Superintendent's conference days, administrators and the technology team collaborate and focus on offering technology instruction that will be supported and embraced by teachers. Teachers can sign up for workshops as well as self-paced lessons which require an exit ticket to complete the course. District support staff and clericals are offered instruction on tools needed to start the new school year, including refreshers on running reports in the district's student information system, Infinite Campus.

The district offers a Summer Institute in August prior to the start of the school year. Half-day online workshops offer our teachers the chance to brush up on technology tools, as well as prepare for the upcoming school year. Topics include setting up Schoology/Seesaw LMS for the new year, creating assignments with Google Apps, using online-assessment tools such as Kahoot, and creating virtual worksheets using Kami.

Throughout the school year, the plan will be constantly evaluated and adjusted as needed. This will be done through formal observations, reviewing teacher lesson plans as well as surveys as feedback provided by teachers. Gathering information such as what professional development opportunities have help improve individual levels of comfort using technology as well as those that may not have been as informative will be useful to gauge what needs to be adjusted and what is working well.

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III. Goal Attainment

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

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

    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:

    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:**

   Wantagh will provide a robust network infrastructure, including security and support, to provide a safe and secure learning environment for staff and students.

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

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

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

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

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

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

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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.**

During the past three years, Wantagh has made network upgrades and security a priority. The district has moved nearly all critical network servers into Microsoft Azure's cloud solution which provides a safe and secure hosting solution with full backup and protection. All student based programs are web-hosted in order to safely secure student information and data. The district will continue to work with it's HVAC and security companies to move these servers to a cloud hosted solution when they become available.

The district currently utilizes Cisco Meraki with wireless access points in every instructional setting. The district will be analyzing areas such as custodial workspaces and other office spaces that may not have adequate signal strength to add in additional wireless access for critical programs needed for maintenance and support. A timeline for installing additional cabling and access points will be developed for any location requiring stronger wireless access in order to perform daily work.

The district technical support team has become a critical component for daily operations for both instructional and non-instructional workflow. The district purchased a new help desk ticket system, Incident IQ, to provide an easy platform for all staff to request support and/or submit technology related issues needing to be addressed. This system will be monitored to ensure that the district staffs appropriate levels of information technology specialist to support the various needs of staff, teachers and students. As the district's Apple platform continues to grow, it will be necessary to maintain an Apple certified specialist to support this platform for the Fine Arts department.

The district will prioritize existing infrastructure equipment which includes an needs and develop a long range plan for replacement of equipment located in MDF and IDF closets. This includes developing a timeline for network switch and battery backups replacements.

The district will review existing security equipment including security cameras and software, DVR Servers, lockdown equipment and card swipe systems. During this summer (2022), the district will be meeting with several security companies to gather information, propose upgrades and/or new solutions including moving to a cloud-hosted system.

To evaluate the effectiveness of network security, the district will review software tools provided to monitor and gauge effectiveness of various applications. This will include using the tools in Microsoft Azure to monitor potential security risks and identify and changes that need to be made. The district firewall, Fortinet, also provides data and reports on its effectiveness which will be used to monitor and adjust firewall and security rules.

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	Meetings with various vendors will be set up to go over specific areas addressed above. Suggestions will be compiled and shared with the technology team and to discuss and plan for updates to network and security hardware.	Director of Technology	Director of Facilities	11/30/2022	0
Action Step 2	Infrastructure	After reviewing network and security systems with vendors, the district will develop a replacement time for	Director of Technology	Director of Facilities	06/30/2025	750,000

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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		critical network switches and security systems hardware and software upgrades.				
Action Step 3	Staffing	Monitor support tickets and meet with staff regularly to ensure that support needs are being met. Provide training for individual technology support staff to increase level of knowledge of technology hardware and software.	Director of Technology	Outsourced Network Support Company	06/30/2025	1,530.000
Action Step 4	Evaluation	Evaluation is on ongoing process to determine how network operations are performing. Feedback from staff will be critical to ensure that daily operations flow seamlessly.	Director of Technology	Network Engineer	06/30/2023	0

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

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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

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IV. Action Plan - Goal 2

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1. **Enter Goal 2 below:**

   Utilize technology to support and enhance instruction in order to promote innovation, critical thinking, communication, collaboration, and creativity. The district plans to align the NYS Computer Science and
   Digital Fluency Learning Standards into the K-12 curriculum to meet the district's and community's goal to graduate a competent user of technology.

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.**

   The district has a wide variety of tools and resources readily available to monitor and accomplish this goal. The district uses ClassLink, which not only allows for single sign on and rostering, but also provides us with a way to monitor application usage and engagement. Several applications including IXL Math, i-Ready, Castle Learning, Schoology and SeeSaw have reporting tools that will be collected and reviewed to monitor growth and success with direct use of technology in instruction and learning. Teachers and students will be surveyed to gather end-user feedback as to the effectiveness technology applications have on teaching and learning. The instructional technology specialists received a two-day training on the new Digital Fluency Learning Standards and will be working on curriculum and software mapping to align classroom instruction to the standards in order to create an internal checklist on how successful the district is with implementing technology for its purpose of ensuring that our graduates are well-prepared for postsecondary educational studies. In order to gauge effectiveness and to monitor goal accomplishment, direct observation of teachers and students engaged in using the tools will be performed. Teachers can share lessons and best practices through a Schoology group which will serve as a database of appropriate and effective lessons for various departments and grade levels.

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.**

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Research	The district will use data and survey collection to gather feedback on it's present use of technology and applications in the classroom. This will be used to help make future software and hardware purchases to improve and enhance the goal of effective integration of technology in the classroom.	Director of Technology	Assitant Superintendent for Curriculum and Instruction	06/30/2025	360,000
Action Step 2	Planning	Based on feedback, the technology committee will search for and pilot new technology hardware and software applications that are not currently implemented. Piloting new programs provides a chance to introduce new programs without a major expense and gives the district time to appropriately budget for future purchases.	Director of Technology	Instructional Technology Specialists	03/01/2023	15,000
Action Step 3	Curriculum	K-12 Technology curriculum will be revised to incorporate the NYS Digital Fluency Learning Standards. This will be mapped to lessons for teachers to use within Schoology and SeeSaw.	Instructional Technology Coach	Assistant Superintendet for Curriculum	06/01/2023	0
Action Step 4	Evaluation	The Technology	Director of	Assistant	01/01/2	0

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		Committee will meet regularly to discuss teachers' experiences with these tools and resources. Additionally, the Director will consult with stakeholder groups including those who are part of the goals committee and those on the Technology Committee to assess our success.	Technology	Superintendent for Curriculum	023	

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

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

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1. **Enter Goal 3 below:**

   Provide high quality professional development in order to support the integration of technology in teaching and learning as well as promote collaboration within the professional teaching community.

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

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

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

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

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

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

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

   Providing professional development opportunities is a priority for the Wantagh School District. Building upon our previous technology plan, our goal is to continue to offer training and support to all staff to increase knowledge and comfort levels utilizing technology for teaching and learning. With two full-time instructional technology specialists, the district is able to provide a variety of ways to train and support staff. The district also utilizes BOCES Model schools' trainers for additional technology support. Training occurs in a variety of platforms to allow for differentiation and customized training. This includes:
   - Push-in support to model best practices of using technology for teaching and learning
   - One on one training sessions during teacher prep periods
   - Training during grade level/department meetings
   - Providing workshops during Superintendent's Conference days which takes place in-person, virtually and/or self-paced lessons
   - After-school workshops for teachers
   - Weekly email blasts with helpful technology tips and tools
   Data will be collected in a variety of methods. Through formal observations, administrators can document various levels of technology use and identify areas where additional training and support will be helpful to increase individual teacher's use of technology. Building administrators meet several times a year with the technology specialists and Director of Technology to develop individual school plans and goals for technology professional development. To ensure the goal has been met, we will use reporting tools from various applications to monitor individual and classroom use of applications which is helpful to gauge how effective training has been to promote use of technology applications.

6. **List the action steps that correspond to Goal #3 from your answer to Question 1, above. All cells in the table must**

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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	Work with building principals and curriculum directors to develop a timeline for professional development for teachers during the school year. Create benchmarks of technology proficiency within each department and/or grade level of which teachers will strive to achieve as a result of professional development opportunities.	Director of Technology	Assistant Superintendent for Instruction; Instructional Technology Specialists;	09/15/2022	0
Action Step 2	Planning	The instructional technology specialists will develop a course catalog for teachers and staff to select workshops and trainings throughout the school year and summer. These will be a combination of their on-site instruction as well as available resources such as BOCES Model Schools, Infinite Campus, Schoology, ParentSquare and other platforms the district subscribes to where professional development opportunities are provided at no additional cost to the district.	Director of Technology	Assistant Superintendent for Instruction; Instructional Technology Specialists;	10/01/2022	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 3	Implementation	Sign up sheets will be created for any workshops given after school as well as on Superintendent's conference days. The Instructional Technology Specialist creates a virtual calendar for teachers and staff to sign up by appointment for one on one training sessions as well as classroom push-ins. A focus on the elementary level will be using the model,	Director of Technology	Assistant Superintendent for Instruction; Instructional Technology Specialists;	05/31/2023	21,000
Action Step 4	Evaluation	During the year, the technology committee will meet and ask for feedback from teachers on how they feel about technology support and what areas are helpful and what needs improvement. Data usage from software applications will be compared to the training teachers participated in to see if usage has increased as a direct result of teacher training. Administrators will gather information during teacher observations to gauge effectiveness of students using technology during lessons. This information will then be used to start the cycle of planning for	Director of Technology	Assistant Superintendent for Instruction; Instructional Technology Specialists;	06/30/2023	0

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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
		the following school year to continue to provide quality training for teachers and staff to utilize technology for instruction.				

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

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2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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

The use of instructional technology is heavily embedded across all grade levels and subject areas. As part of the SSBA funds iniaitive, all K-12 students and teachers now have a Chromebook to use for instruction and learning. Wireless access upgrades were also a critical compenent to achieving the goals put forth in the districts SSIP and were completed in 2019. The district utilizes a variety of programs to increase student participation as well as to provide web-based applications for student learning to allow for increased accessibility and engagement regardless of time and location. Teachers rely heavily upon the district's learning management system, Schoology. This allows teachers to provide digital content, assign digital lessons and assessments to fully engage students in learning as well as to provide differentiation to target learning for students. Grades K-2 students will be using a new software digital portfolio platform, SeeSaw. This will enable them to digitally create and share age-appropriate content with elementary teachers utilizing voice recording, drawing tools and videos to deomonstrate knowledge of content and student growth.

2. **Explain the strategies the district plans to implement to address the need to provide equitable learning "everywhere, all the time" (National Technology Plan). Include both short and long-term solutions, such as device access, internet access, human capacity, infrastructure, partnerships, etc.**

The district has the capacity to provide all students with equitable access to devices for learning from any location. Teachers, students, administrators and staff have access to high speed internet enabling access to web based resources for learning in any environment. During the Pandemic, the district significantly increased its bandwidth to accommodate the growth in digital use while in school we are also on a cycle to replace outdated equipment including Chromebooks, iPads, classroom computers and interactive whiteboards. For families in need of Wi-fi access, the district has several available hotspots and/or provides student devices with an Optimum network available through Nassau BOCES. Part of the district's responsibilities when using digital resources is to provide a secure and safe digital environment. The district uses a Fortinet firewall and Linewize appliance to filter. These applications provide state of the art security protection for users connecting to and using digital resources.

3. **Students with disabilities may be served through the use of instructional technology as well as assistive technology devices and services to ensure access to and participation in the general education curriculum. Describe how instruction using technology is differentiated to support the individual learning needs of students with disabilities.**

Students with disabilities may require specific hardware and/or software in order to ensure success and participation in the general curriculum as stated within their individualized education programs (IEPs). Individual needs are identified using a variety of assessments. Based on these results, devices and/or applications are selected to provide a positive learning experience for the student. These devices may include iPads, Chromebooks, laptops as well as other devices. Students may have specific applications which utilize Text to Speech, Speech to text, Word prediction and other tools to provide students with accessible content for their academic achievement and success. The district has several new programs to support students with disabilites which included Read and Write and Co-writer. Teachers have been trained to use these applications and the district's instructional technology specialists push in to classrooms to provide ongoing support for teachers and students.

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

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

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4a. **If 'Other' was selected in Question 4 above, please explain here.**

Various applications, extensions, and software programs are available to use for students with disabilities to enhance access to instruction. For example, Read and Write, Co-writer, Bookshare, Flip Grid, Kami, Peardeck, Boom Cards, etc. In addition, assistive technology such as use of computers
and other augmentative devices are used to assist students.

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

☑ Technology to support writers in the elementary classroom

☑ Technology to support writers in the secondary classroom

☐ Research, writing and technology in a digital world

☐ Enhancing children's vocabulary development with technology

☐ Reading strategies through technology for students with disabilities

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

☑ Using technology to differentiate instruction in the special education classroom

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

☑ Multiple ways of assessing student learning through technology

☑ Electronic communication and collaboration

☐ Promotion of model digital citizenship and responsibility

☑ Integrating technology and curriculum across core content areas

☑ Helping students with disabilities to connect with the world

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

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

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

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

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

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

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

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

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

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

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

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

Yes

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

In the 5 languages most commonly spoken in the district

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

(No Response)

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

☑ Technology to support writers in the elementary classroom

☑ Technology to support writers in the secondary classroom

☑ Research, writing and technology in a digital world

☑ Writing and technology workshop for teachers

☑ Enhancing children's vocabulary development with technology

☐ Writer's workshop in the Bilingual classroom

☐ Reading strategies for English Language Learners

☐ Moving from learning letters to learning to read

☐ The power of technology to support language acquisition

☑ Using technology to differentiate instruction in the language classroom

☑ Multiple ways of assessing student learning through technology

☑ Electronic communication and collaboration

☑ Promotion of model digital citizenship and responsibility

☑ Integrating technology and curriculum across core content areas

☐ Web authoring tools

☐ Helping students connect with the world

☐ The interactive whiteboard and language learning

☐ Use camera for documentation

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

V. NYSED Initiatives Alignment

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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)

9a. **If 'Other' was selected in Question 9 above, please explain here.**

We provide a "hot spot" for Interent access through the district's BoTIE subscription with Nassau BOCES and Sprint.

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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)

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

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	2.00
Technical Support	5.00
Totals:	**8.00**

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	Software including Microsoft Office 365, Schoology and SeeSaw LMS, Classlink	375,000	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	NA
2	Professional Development	On-going PD is provided in district with Instructional Technology Specialists. The district also	21,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public	NA

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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
		subscribes to Nassau BOCES Model Schools program. Model School's days are built into district financed project plans so the cost is low for training. The district pays an annual Model Schools subscription fee.			Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Network and Infrastructure	Maintain existing network infrastructure and purchasing hardware including security upgrades.	750,000	Both	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	NA
4	Staffing	Provide exceptional staff support which includes a network engineer, information technology specialists and an Apple certified technician.	1,530,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid	NA

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
Totals:			**2,676,000**			

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

   Not Applicable

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.**

   OLD LINK FOR PLACEHOLDER

   https://www.wantaghschools.org/services/information_systems_and_instructional_technology/technology_information

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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

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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	Ms. Penny Curry	Director of Technology	curryp@wantaghschools.org	☑ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☑ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and Learning with Technology ☑ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Dr. Marc Ferris	Assistant Superintendent for Curriculum	ferrism@wantaghschools.org	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☑ Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized Learning ☐ Policy, Planning, and Leadership ☑ Professional Development / Professional Learning ☐ Special Education Instruction and Learning with Technology ☐ Technology Support ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C
Please complete all columns	Ms. Carol Ann Winans	Director of STEAM	winansc@wantaghschools.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 ☐ 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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