2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 03/01/2022

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

Jose Santiago

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

Director of Technology

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

Page Last Modified: 06/14/2022

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

   Within the context of a caring community of learners, our primary mission is to provide an exemplary learning experience that will allow each child to acquire the necessary knowledge, skills, attitudes, and values to become a successful, contributing member within our school community and greater society.

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

   To provide teachers and students with anywhere, anytime access to instructional technology as a means to enhance teaching and learning in the 21st century. The use of technology in the classroom is designed by the Commack educator and it is the position of the District to provide these resources in the most secure environment as possible.

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.**

   Each grade span (K-2, 3-5, 6-8, 9-12) has a technology committee that represents the constituency. Each committee includes general education teachers, special education teachers, TESOL-certified teachers, and administrators. The leaders of these grade-span committees are the District Technology Steering Committee members. Additional members of the steering committee include the Administrative Associate for Instructional Technology, Instruction Technology Coaches, School Principals, Curriculum Associate for Elementary Education, Curriculum Associate for Secondary Education, Director of Special Education, and the Executive Director of Instructional Services. Teams meet formally on a quarterly basis and informally throughout the year via check-ins with the District Technology Coaches and the Administrative Associate for Instructional Technology. The Administrative Associate for Instructional Technology meets weekly with the District Curriculum Team, the District Instructional Technology Specialist, and the MIS staff to discuss issues and planned initiatives in the Instructional Technology Department.
   The outcomes of the meetings have resulted in the goals presented in this plan including the need for additional cyber security measures, professional development for staff, and the need for a curriculum aligned with the NYS K-12 Computer Science and Digital Fluency Learning Standards.

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

   To improve the previous District Technology plan, we have created a formal District technology planning committee to review the information and data received from various stakeholders in the District. The planning committee has identified strengths and areas of improvement based on the previous three-year plan and lessons learned through the pandemic. The district focused on increasing technology at the 6-12 grade levels during the previous Technology Plan plan. The focus has now shifted to providing a structured foundation of instructional technology best practices to all students and instructional staff K-12.
   Instruction is at the forefront of the Commack mission statement and the driver for technology planning. The increased use of technology District-wide has increased emphasis on professional development offerings, providing training to all staff members, including developing a curriculum that includes standards focused on the 21st-century skills necessary for our students to succeed in K-12. The District now employs Instructional Technology coaches at both the secondary and primary levels to ensure technology integration in the District is rooted in the objectives of the curriculum and instruction department.
   Changes to our internal systems, including launching K-12 1:1 initiative, have led us to require infrastructure improvements and increased cyber security measures. This plan expands on the previous one by promoting cyber safety, ensuring all District stakeholders understand best practices and the appropriate behavior necessary for utilizing District devices.

Page Last Modified: 06/14/2022

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

COVID-19 created a significant shift in our approach to Instructional Technology. The most significant change is access for all students and staff to have 1:1 technology. With each student and instructional staff member having access to a device, we can now equitably leverage instructional software to assist our students. However, with significant change also arises the need for support. This plan addresses several factors our stakeholder groups have identified as an area of need for the District as outlined in our goals. Whether securing our systems, developing our staff on technology best practices, or creating standards for where we want our children to be in terms of technical skills, these ideas emerged from what we have learned through COVID-19.

Utilizing Google Classroom as a learning management system in conjunction with video conferencing software (Zoom, Meet), the District has created online opportunities for our students. These tools offer continuous learning while students are either ill with COVID-19 or in Quarantine. Since the pandemic started, the District has doubled our bandwidth and continues adding wireless access in low connectivity areas. We have worked with our local service providers and libraries to provide home access or a hotspot for students with limited Internet access at home.

The District has gone completely 1:1 and purchased a device (Chromebook) for each student and staff member for use in school and out. To assist in the management of devices, the District utilizes Google Workspace for Education in conjunction with GoGuardian to ensure safe student access while on the devices, whether they are in school or at home. These tools allow the District to remotely adjust settings to provide students and staff access to instruction efficiently.

To meet the learning needs of the school community, staff has created and participated in professional development designed to teach the virtual classroom implementation of instructional technology. Training materials have been developed for instructional and non-instructional staff, parents, and students. Training opportunities now take place in-person and virtually to ensure all learners who want to attend are able. The District will continue to provide professional development opportunities to keep staff current with technology as an instructional tool.

This plan ensures students are more technologically proficient and teachers can utilize technology more efficiently to engage students. First, we will continue developing the instructional staff by offering professional learning opportunities. Instructional Coaches will provide learning opportunities in various formats to allow participation by all. Secondly, we will design standards for the technical skills needed at each grade level. Doing so will ensure students have the skills required to progress through their education.

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

Yes

Page Last Modified: 06/14/2022

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

The Professional Development Plan of the Commack Union Free School District was developed by a district team with representation from every school and/or department in the District. As a mid-sized suburban District with four primary schools, two intermediate schools, one middle school, and one high school, our goals for the growth and enhancement of teaching and learning are district-wide. Each district team member is responsible for reporting to and from the group they represent.

Professional development in technology directly aligns with goal 2 of the District professional development plan.

• Professional Development Plan Goal 2: Continue to foster the use of learner-centered instructional strategies (including differentiated instruction) and the integration of technology where appropriate to promote literacy, critical thinking, problem-solving, numeracy, and communication skills.

The 2021-2025 Commack Union Free School District's Professional Development Plan provides an overview of district-wide professional enhancement opportunities. The district-level planning team has worked collaboratively with building–level staff to identify professional development needs based on K – 12 staff feedback.

DISTRICT-LEVEL PROFESSIONAL DEVELOPMENT PLANNING TEAM

The district-level professional development planning team consists of the following staff members:

• Executive Director of Instructional Services
• Administrative representatives
• Curriculum Associates
• Teacher representatives

This team works collaboratively with teachers and administrators to ensure that the professional development needs of the District, individual schools, and staff are addressed.

The district-level professional development planning team will be responsible for reviewing professional development activities annually.

SCHOOL-LEVEL PROFESSIONAL DEVELOPMENT COMMITTEE

The principal of each school will formulate and work with a school-level professional development committee. Each committee will be responsible for identifying professional development initiatives aligned with District and Board of Education goals. With the assistance of the District Instructional Technology Coach and performance data gathered from New York State and local assessments, school administrators can discuss the instructional technology tools and develop instructional strategies and professional development offerings tailored to the needs of instructional staff.

The Commack Union Free School District's Professional Development Plan intends to grow/enhance teaching and learning by engaging teachers in professional development experiences to remain apprised of current educational trends and pedagogy.

Examples of District professional development offerings in technology:

• SUPERINTENDENT'S CONFERENCE DAY: Superintendent's Conference Day will provide K – 12 staff with the opportunity to participate in various workshops. The plan for this day is developed based on feedback gathered from staff and may include the following topics: Integrating technology into the K – 12 classroom, Overview of Student Support Services, Building capacity on New York State Learning Standards, Utilizing data to improve instruction, Aligning K – 12 literacy skills, Overview of Special Education Process and Classification and more.
• GRADE-LEVEL MEETINGS: The monthly primary and intermediate grade-level meetings focus on the following topics: alignment of curriculum with New York State Learning Standards, integration of technology, integration of character education, utilizing data to improve instruction, implementation of new programs, school procedures, testing, and items related to school or district initiatives. The administrator in charge will develop the agenda for grade-level meetings.
• DEPARTMENT MEETINGS: The monthly middle and secondary-level department meetings focus on the following topics: alignment of curriculum, integration of technology, utilizing data to improve instruction, implementation of new programs or initiatives, school procedures, testing, and items related to school or district initiatives.

The professional development goals will be measured through various qualitative and quantitate means. As a baseline assessment, teachers will be surveyed about their existing knowledge of instructional technology topics at the beginning of the year. Teachers will be surveyed again at the end of the year to measure progress against the baseline assessment. Additionally, teacher and student focus groups, informal conversations, surveys, and other anecdotal data will be collected throughout the year. While focus groups and surveys will lead the evaluation of our progress towards technology goals, the analysis of achievement student data will be examined to determine the efficacy of teaching with technology. For example, the District has and will continue to gather data related to and analyze the number of students enrolled in college-level courses (IB, AP, PLTW, and Co-Enrolled

Page Last Modified: 06/14/2022

courses), results of Regents exams, results of standardized tests such as SAT/ACT, and results from locally-determined assessments such as Aimsweb, Fountas and Pinnell, and more.

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

Page Last Modified: 03/01/2022

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

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

   Fully

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

   Significantly

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

   Significantly

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

   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

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

Page Last Modified: 06/15/2022

1. **Enter Goal 1 below:**

   Embed identifiable technology skills into the district curriculum for each grade level K-12 which are aligned to the NYS K-12 Computer Science and Digital Fluency Learning Standards.

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
☑ 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.**

   The technology skills curriculum will be embedded in our district curriculum across content areas, and accessible through our Google shared drive. Data collected from instructional staff will be in the form of sample lessons, student artifacts, and teacher anecdotals which our District curriculum team will evaluate to determine if technology skills are being properly implemented as defined by the NYS K-12 Computer Science and Digital Fluency Learning Standards. The curriculum will be revisited and re-evaluated throughout the school year to support student progress. At the end of the school year, the District Curriculum Team will meet with subsets of K-12 teachers to collect feedback on the efficacy of the implementation. The curriculum will be adjusted and implemented the following school year based on teacher feedback. Once a curriculum is established, it will be entered into a District-wide Google Shared Drive accessible to all instructional staff. The goal will be accomplished when we have a clearly defined K-12 scope and sequence of technology skills for all students, and 75% of teaching staff use it to guide instructional practices.

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.**

Page Last Modified: 06/15/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Communications	Expand awareness and knowledge of NYS Computer Science Standards	Curriculum and Instruction Leader	Director of Technology	08/31/2023	0
Action Step 2	Curriculum	Link standards to practices within each grade level's curriculum	Curriculum and Instruction Leader	Director of Technology	08/31/2024	0
Action Step 3	Curriculum	Develop a scope and sequence of digital skills at each grade level, including programs that are introduced in each grade	Curriculum and Instruction Leader	Director of Technology	06/30/2025	0
Action Step 4	Professional Development	Provide professional development for teachers to support the content they need to teach and support the computer science curriculum within different content areas	Instructional Technology Coach	Director of Technology	06/30/2025	30,000

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Evaluation	Review curriculum to assess whether the NYS K-12 Computer Science and Digital Fluency Learning Standards are clearly aligned with the District's curriculum and identify areas of improvement.	Curriculum and Instruction Leader	Director of Technology	06/30/2025	(No Response)
Action Step 6	(No	(No Response)	(No	(No Response)	(No	(No Response)

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 06/15/2022

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

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

Page Last Modified: 06/15/2022

1. **Enter Goal 2 below:**

    Advance teachers' technological proficiency in the Google Workspace platform by providing continual professional learning and development and opportunities for collaboration in order to promote student growth in digital literacy.

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
☐ 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.**

    The District will offer professional learning opportunities in instructional technology to all instructional staff members across content areas. As a baseline measure, all instructional staff will be surveyed regarding their comfort level in using instructional technology resources such as Google Workspace, Microsoft 365, and remote learning tools. The survey data will be aggregated and used to develop professional development opportunities tailored to encourage the use of technology in the classroom. Based on survey data, professional development opportunities will be provided at different levels and for cohorts in similar grade bands (K-2, 2-5, 6-8, 9-12). After each professional development session, participants will be provided an evaluation survey rating the efficacy of the training and the participant's comfort level with the content following training. Subsequent training opportunities will utilize feedback from the evaluations to enhance trainee experiences and reinforce content areas that instructional staff has identified as difficult. The goal will be considered accomplished when 85% of instructional staff have participated in at least one instructional technology session during the school year.

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

Page Last Modified: 06/15/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Determine the need for instructional technology proficiency by assessing staff to meet the individual learning goals.	Curriculum and Instruction Leader	Director of Technology	10/31/2022	0
Action Step 2	Planning	Plan targeted professional development topics opportunities for staff based on staff assessment.	Instructional Technology Coach	Director of Technology	11/30/2022	0
Action Step 3	Professional Development	Provide targeted professional development to staff members including providing training and development to new staff.	Instructional Technology Coach	Director of Technology	06/30/2024	50,000
Action Step 4	Evaluation	Use data recorded from professional development trainings to evaluate the use and effectiveness of training opportunities. Goal met when 85% of teachers participate in at least one instructional technology professional development opportunity per school year.	Director of Technology	Curriculum and Instruction Leader	06/30/2025	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						

Page Last Modified: 06/15/2022

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

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

Page Last Modified: 06/17/2022

1. **Enter Goal 3 below:**

   Integrate Multi-Factor Authentication (MFA) for 100% of network users with computer server and desktop administrator access, 100% of users accessing email externally, and 100% of network users with access to financial systems to secure district-wide managed information systems from malicious actors.

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

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

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

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

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

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

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

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

   As a baseline measure, 0% of users utilize Multi-Factor Authentication (MFA) to access our systems at the time this plan has been established. As an evaluation tool, we will measure the number of users accessing our network externally through software analytics from our chosen Multifactor Authentication Platform. The MIS team will track incidents through the District work order system and feedback from our school-based technology support personnel, who periodically check with users to address questions and concerns. The goal will be met when 100% of network users with computer server and desktop administrator access, 100% of users accessing email externally, and 100% of network users with access to financial systems use Multi-Factor Authentication (MFA) to access District computer systems.

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	Research	Evaluate Multifactor	Director of	MIS Department	08/31/2	0

Page Last Modified: 06/17/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		Authenitication Platforms	Technology		022	
Action Step 2	Planning	Select solution and perform a small scale test, test tokens with certain users and test agents.	Director of Technology	MIS Department	09/30/2022	30,000
Action Step 3	Professional Development	Create documentation (how-to guides) on each platform and train staff on the use of the solution	Instructional Technology Coach	Director of Technology	09/30/2023	0
Action Step 4	Implementation	Implement Multifactor Authentication of staff user accounts	Other (please identify in Column 5)	MIS Department	09/30/2023	0

7. **This question is optional.**
    If more action steps are needed, continue to list the action steps that correspond to Goal #3 from your answer to Question 1, above.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Evaluation	The chosen MFA system will be evaluated for ease of use and technical issues; if it does not meet the District's needs, it will be replaced with another MFA product. The goal will be met when 100% of network users with computer server and desktop administrator access, 100% of users accessing email externally, and 100% of network users with access to financial	Director of Technology	MIS Staff	06/30/2024	$30,000

Page Last Modified: 06/17/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		systems use Multi-Factor Authentication (MFA) to access District computer systems.				
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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

   No

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

V. NYSED Initiatives Alignment

Page Last Modified: 06/15/2022

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

Our instructional technology program is anchored by Commack's program continuum, which provides students with a balance-driven educational program that provides each student with access and opportunity. At the core of our instructional technology program is project-based learning. At the core of our work regarding instructional technology, infrastructure technology, and cyber-security are the following guiding principles:
- Provide the instructional technology tools that directly support our educational program and the mission
- Enhance teaching and learning with the use of instructional technology
- Provide staff and students with various learning opportunities with instructional technology
- Remain as secure as possible through continuous review and improvement of our cyber-security practices

The District offers instructional technology opportunities to our school community. Teachers now have direct access to 1:1 Instructional Technology assistance to enhance teaching and learning. The District Instructional Technology Support Specialist focuses on our K-5 schools and has been greatly successful at working with teachers to directly integrate technology into their instructional practice. Technology Coaches are available at Commack High School and Commack Middle School to assist teacher and student growth in Instructional Technology. Computer Teaching Assistants are in each school building to help deliver Instructional Technology lessons and ensure best practices in Technology are embedded into the curriculum.

Our District 1:1 Chromebook initiative provides our students with instructional continuity in both live and virtual settings. Commack Schools will utilize an online learning platform to deliver instructional materials. Students and staff have Google accounts and access to the tools within Google Workplace. Every teacher will have a Google Classroom to simplify creating, distributing, and grading assignments. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students. Students will apply existing knowledge to generate new ideas, products, or techniques; create original works for personal or group expression; use models and simulations to explore complex systems and issues; and identify trends and forecast possibilities. Teachers can communicate and collaborate with students, staff, and parents/guardians in new and more meaningful ways. Students are able to interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media; communicate information and ideas more effectively to multiple audiences using a variety of media and formats; develop cultural understanding and global awareness by engaging with learners of other cultures in a safe context while also learning about the responsible use of information technology.

In an effort to assist families, the District has provided parents with technical assistance and support for challenging IT situations. Utilizing the Commack Parent Portal, families can reach out to IT personnel directly, who will assist in resolving their school-related technical issues. The District has also supported students in Out District Placements with IT support. The District will continue to be responsive to technology requests/concerns.

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.**

Commack UFSD has implemented a 1:1 device program for students K-12 and instructional staff to ensure students and staff can stay connected in a remote eLearning environment. Teachers utilize Chromebooks and Google Classroom to ensure students can access instruction outside school grounds. For students with trouble accessing content outside of school, the District provides parents with assistance for challenging technical situations through our parent portal.

The District monitors and tracks student engagement and participation; if a family is unable to connect to the internet, the District will provide contact information for Optimum (local internet providers) to the family. Optimum offers an Affordable Connectivity Program for qualified families. Additionally, the District has applied for the T-Mobile Project 10 Million, which provides students in need with a free hotspot for five years. Further, students in immediate need can borrow WiFi hotspots through the Commack Public Library.

Page Last Modified: 06/15/2022

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.**

Commack has and will continue to provide students with their necessary accommodations, modifications, supplementary aids and services, and technology. All students in the Commack School District have access to a Chromebook as a 1:1 device initiative. Elementary students will receive instruction from their special education teachers as stated on their IEPs. All students who require assistive technology on their IEP have continued access.

As stated in our Smart Schools Investment Plan, we recognize that we need to prepare students with essential knowledge and skills for 21st-century learning. These skills include 1) creativity and innovation, 2) communication and collaboration, 3) research and information fluency, 4) critical thinking, problem-solving, and decision making, 5) digital citizenship, and 6) technology operations and concepts (ISTE Standards for Students). In order to reach all students, including special education and English Language Learners, and to provide opportunities for learning to continue outside the classroom walls as we design instruction to teach these skills, we are providing the Microsoft Office 365 for Education online suite as well as Google Workspace to students and staff. Both Google Workspace and Microsoft Office 365 for Education will provide for 1) anywhere, anytime access to the Google and Microsoft tools, 2) the availability for students to download Office 365 applications for up to five (5) devices plus 1 TB of free, outsourced storage, 3) students can access and share schoolwork from anywhere with mobile apps that seamlessly sync to your devices at home and school, 4) teacher-designed authentic learning activities where students will acquire skills necessary for secondary and post-secondary education (college), and 5) teachers will be able to guide students through a lesson, see their progress, and keep them on track, all remotely.

The Commack UFSD Assistive Technology Department utilizes iPads as augmentative alternative communication tools that support non-verbal student communication. They use apps such as Pro lo quo, Lamplight, and Touch chat on these devices. All students who utilize the 1:1 Chromebook, depending on need, have access to google extensions that support text-to-speech and speech-to-text. In addition, students who require more assistive technology support utilize applications such as Co-Writer, Snap and Read, and Bookshare. These applications support students who struggle with reading and writing during classroom instruction.

During classroom instruction, such as in small classes or integrated classes and during small group instruction (Resource Room and Consultant Teacher Models), teachers utilize Kami to help students answer questions directly into the document shared via google classroom. Students can respond in class in a variety of means, such as by answering directly on their Chromebook, posting to the Google Classroom room, or through other outlets such as games (Kahoot/Pear Deck). All teachers can provide students with accommodations in their IEP or 504 plan that support student disabilities in reading and writing.   Reading programs are offered digitally, a more suitable learning outlet for some of our struggling students. The use of technology provides more information that fosters a greater home-to-school connection. Parents can see how a student completes an assignment and the technology features that help them learn. Speech-language classes utilize interactive speech-language games to support instruction, including pear deck and boom cards. Additionally, vision-impaired students often use instructional technology that produces enlarged documents that magnify to support vision deficits and the use of specific fonts that help support visual deficits.

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)

V. NYSED Initiatives Alignment

Page Last Modified: 06/15/2022

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

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

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

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

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

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

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

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

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

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

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

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

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

Yes

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

In the 10 languages most commonly spoken in the district

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

(No Response)

Page Last Modified: 06/15/2022

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

☑ Technology to support writers in the elementary classroom

☑ Technology to support writers in the secondary classroom

☑ Research, writing and technology in a digital world

☐ Writing and technology workshop for teachers

☑ Enhancing children's vocabulary development with technology

☐ Writer's workshop in the Bilingual classroom

☑ Reading strategies for English Language Learners

☐ Moving from learning letters to learning to read

☑ The power of technology to support language acquisition

☑ Using technology to differentiate instruction in the language classroom

☑ Multiple ways of assessing student learning through technology

☑ Electronic communication and collaboration

☐ Promotion of model digital citizenship and responsibility

☑ Integrating technology and curriculum across core content areas

☐ Web authoring tools

☑ Helping students connect with the world

☑ The interactive whiteboard and language learning

☑ Use camera for documentation

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

V. NYSED Initiatives Alignment

Page Last Modified: 06/15/2022

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

☐ Provide online mentoring programs.

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

☐ Offer a technology/support hotline during flexible hours.

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

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

Page Last Modified: 06/15/2022

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

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

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

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

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

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

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

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

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

Page Last Modified: 06/17/2022

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	10.80
Technical Support	5.00
Totals:	**16.80**

2. **Investment Plan**
   Provide a three-year investment plan to support the vision and goals. All costs must be calculated for the entire three year-period, not annualized. For example, if a cost occurs annually, the estimated cost should include the annual cost times three.
   Provide a three-year investment plan to support the vision in Section II and goals in Section IV.
   A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question.
   All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	End User Computing Devices	Computer Labs	150,000	One-time	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
2	Instructional and Administrative Software	User Management Software	40,000	Annual	☑ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public	N/A

Page Last Modified: 06/17/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					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	Professional Development	Google Certification Training	60,000	Both	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☑ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
4	Network and Infrastructure	Cisco Replacement	1,000,000	One-time	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☑ E-Rate ☐ Grants ☐ Instructional Materials Aid	N/A

Page Last Modified: 06/17/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					☐ Instructional Resources Aid ☑ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
Totals:			**1,250,000**			

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

   Yes

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

   https://www.commackschools.org/DistrictPolicies.aspx

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

Page Last Modified: 03/25/2022

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

   ☐ 1:1 Device Program
   ☐ Active Learning Spaces/Makerspaces
   ☐ Blended and/or Flipped Classrooms
   ☐ Culturally Responsive Instruction with Technology
   ☐ Data Privacy and Security
   ☐ Digital Equity Initiatives
   ☐ Digital Fluency Standards

   ☐ Engaging School Community through Technology
   ☐ English Language Learner
   ☐ Instruction and Learning with Technology
   ☐ Infrastructure
   ☐ OER and Digital Content
   ☐ Online Learning
   ☐ Personalized Learning

   ☐ Policy, Planning, and Leadership
   ☐ Professional Development / Professional Learning
   ☐ Special Education Instruction and Learning with Technology
   ☐ Technology Support
   ☐ Other Topic A
   ☐ Other Topic B
   ☐ Other Topic C

2. **Provide the name, title, and e-mail of the person to be contacted in order to obtain more information about the innovative program(s) at your district.**

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

Page Last Modified: 03/25/2022

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and

Page Last Modified: 03/25/2022

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

Page Last Modified: 03/25/2022

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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 03/25/2022

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

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