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?

John Nolan

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?

The Smithtown School District is dedicated to educating students to develop desired moral, ethical, and cultural values, to stimulate and expand a continual learning process and to cultivate an understanding and appreciation of the rights and responsibilities of American citizens, which will enable them to function effectively as independent individuals in a democratic society.

The educational program strives to provide each child with the fundamental academic skills and basic knowledge required for his/her maximum educational development, the opportunity for each child to develop his/her interests and abilities to the fullest extent according to his/her individual potential, and special services to promote the physical, mental and emotional development of each child. It is the District's goal to foster in students good work habits, integrity, self discipline, good sportsmanship, self-confidence, and a sense of purpose.

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

The Smithtown Central School District is committed to expanding technology integration to implement and infuse the most current instructional technology.

We believe that technology plays an integral role in education, and we must support its use:

- To enhance teaching and learning
- To address diverse abilities of variable learners
- To optimize learners' motivation and autonomy
- To provide global access to information
- To promote critical thinking and foster creativity
- To promote expression and communication
- To develop the skills necessary for success in school, college, and the workforce
- To improve academic achievement for all students
- To promote digital citizenship

We believe that:

- **Students** must be competent and confident using diverse technological skills in a wide range of settings. They must have regular access to technology in their classrooms so they become proficient in their use of technology. Students will approach technology in an ethical, responsible manner.
- **Teachers** play a critical role in developing and nurturing technology skills. Teachers must provide ongoing opportunities for their students to become problem solvers in a technological world. Teachers will provide opportunities for collaboration and innovation.
- **Administrators** must support best instructional technology integration practices. District administration is committed to providing ongoing, sustained staff development to develop technological fluency for teachers and administrators. The district will provide technical support and continuously expand access to technology, software, and digital tools.

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

The District Technology Committee representing teachers, administrators, parents and the community at large meets as needed. The goal of this committee is to provide feedback from stakeholders in order to establish and foster a technology enriched learning environment. This learning environment should provide opportunities for students to apply academic skills with information resources to solve real-world problems and engage students in activities that combine relevant curricular content with instructional technology tools.

We thank all of the committee members for their work as well as acknowledge the continued support we receive from Western Suffolk BOCES.

The committee has covered items such as:

1. Review of state of technology at Smithtown
2. Review of Smart Schools Bond Act
3. Review of Curriculum Initiatives and technology needed to support
4. Discussion regarding Professional Development
5. Roundtable discussion of immediate technology needs
6. Discussion regarding SAMR Model
7. Review of Google Classroom and other instructional technology tools
8. Review of Cyberbullying/Digital Citizenship instruction
9. Review of secondary student email use
10. Review of Single Sign On (SSO) to simplify use for students
11. Review of software application availability
12. Review of and discussion regarding changes being made for management of Apple and Google apps / extensions
13. Discussion regarding official communication platforms (Google Classroom, district email, etc)
14. Review of technology improvements in the area of school safety - cameras, access control, and lockdown systems

In addition to the Technology Committee, ongoing Administrative Council, and Faculty/Department meetings serve as a mechanism to provide updates on and receive feedback regarding technology integration. Additionally, staff members are surveyed regarding technology integration, what are we doing well, and what can be improved upon.

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

The previous Instructional Technology Plan covered the time period from July 2018 through June 2022.

There were some dramactic shifts during that time period in the area of instructional technology in particular and the district as a whole:

- a pilot program of in-class one-to-one (1:1) at the middle school level for 6th and then 7th grade classes in the 2018-19 and 2019-20 school years
- the pandemic emergency that established emergency remote instruction in the spring of 2020, followed by hybrid classes early in the 2020-21 school year
- the beginnings of a return to normalcy in the 2021-22 school year and finding the appropriate balance for natural technology use

This Smithtown CSD Instructional Technology Plan for 2022-2025 builds upon the improvements that were made in instructional technology during a very difficult time for all of our stakeholders. It is upon this instructional technology foundation that we plan to move forward as we identify the appropriate balance of human interaction and technology integration - the best of old and new for our students as we help to prepare them for their future.

The planning process for this plan was similar to the devlopment of the last plan. The committee continues to identify areas for improvement as we are chasing a moving target for technology integration with each new technology enhancement. The main goals of the prior plan were met - a professional development plan that created the platform for a software application led 1:1 program with supporting media resources, as well as improvements made to network capability and security. Given what we have all been through, this next plan will seek to build upon the technology successes of the last few years while finding the balance that we need - together.

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

The COVID pandemic accelerated many of the instructional technology developments that were already underway at Smithtown CSD. The one-to-one (1:1) pilot program at the middle school level in 6th and 7th grade classes became the foundation that was replicated K-12.

There was an immediate need for Professional Development that was met with district staff and vendor provided training sessions. Google Classroom became the defacto Learning Managment System for all classes K-12. Not only was professional development provided regarding Google Classroom, but Google Classrooms were created as an additional way to provide PD and instructional technology resources for our faculty. Additionally, PD was provided in the many new software applications that were purchased to support the curriculum needs of a full 1:1 implementation.

Similar to many other school districts, district devices were distributed as an emergency loan to approximately 900 students in the spring of 2020. In the days leading up to the start of the 2020-21 school year, every student was issued a district provided Chromebook and the emergency loan devices were collected back. The district referred families to the Altice cable vendor provided free internet service during the spring of 2020. In June of 2020 the district submitted the NYSED Digital Equity Survey based on a representative parent/guardian survey response rate of 61%. That data helped guide the district in the decision making process to start a full 1:1 Chromebook program for the benefit of the instructional program during the school day as well as device availability at home with consistent software applications. To support the device use at home where broadband may not have been available, the district conducted an initial survey to identify families/students in need of internet access. In addition, building principals had staff social workers reach out to families of students on their caseload to confirm internet access was available. This extra outreach was done because the initial surveys had been electronic and there was concern that the very families without access may have not been aware of the electronic survey. As a result of the surveys and outreach, internet access was provided for students in need - either device MAC address based Optimum cable Wi-Fi and/or cellular hot spots as needed. The district continues to follow this internet access model for students in need with USAC Emergency Connectivity Funds.

During the hybrid phase (elementary into October 2020, and secondary into March 2021) parent and student technology support was provided via a website request form and/or school based Computer Lab Assistants over the phone or in person. Coinciding with the full return to school, technology support returned to in-school with the Computer Lab Assistant as the first level of support for hardware or software support with escalation as needed.

6. Is your district currently fully 1:1?

Yes

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

The Professional Development committee recommends that the following areas require further professional development:

1. Provide instruction on the capabilities, creation, and utilization of technology tools to enhance teaching and learning in collaboration with all stakeholders.
2. Continue to provide ongoing support using presentation tools to enhance instruction, implement best practices, and meet district curricular goals.
3. Support, promote the use of, and provide training for virtual learning experiences.
4. Continuously evaluate our technology tools via needs assessment and integration. The committee determines which tools are best used for various purposes, and we continuously revise our collection of tools accordingly.
5. Provide professional development workshops to address appropriate Internet usage and copyright laws, acceptable use of information technology regulation, and internet safety and cybersecurity instruction. This training facilitates responsible digital citizenship.

Professional Development Plans

The district provides staff development that supports technology integration:

Staff Conference Days: Staff Conference Days include workshops on instructional technology integration and best practices.

Faculty Meetings, Department Meetings, and Preparation Time: Technology presentations are part of our faculty and department meetings in each building and department.

Technology Integration Instructional Specialists

Teachers receive ongoing support through workshops, updates, coaching, meetings, and one-on-one support from our technology integration instructional specialist. Resources are housed in a Google Classroom where faculty can access videos, workshops, and other instructional materials.

Professional Development Fund:

The district appropriates $130,000 per fiscal year to support teacher professional development activities via the Smithtown Teachers' Association Professional Development Fund. District faculty self-select appropriate opportunities.

Teacher Center:

The Smithtown school district is part of the Mid-East Suffolk Teacher Center (MESTRACT) as our teacher center consortium. MESTRACT offers several workshops to support teacher use of technology in the classroom. Both beginner and advanced sessions are available during the school year to support teachers in their development of technology proficiency and effective integration.

Other Suggested Methods for Professional Development - In addition to the above plans, the committee suggests that the following approaches be considered and used for professional development:

1. Peer observations
2. Local and national conferences with professional affiliations (i.e. BOCES, ASCD)
3. Mentoring programs
4. Site visitations

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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:
   Significantly

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

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

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1. Enter Goal 1 below:

Professional staff will become aware of, and proficient with, various technology tools for individualized instruction and data analysis. This is essential for improving student and staff competency in the use of technology to enhance teaching and student learning.

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

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

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

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

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

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

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

Staff members are surveyed annually regarding technology integration, what we are doing well, and what can be improved upon. Each year, the results of these surveys are used to improve technology integration in the district. Additionally, staff, student, and parent feedback is incorporated for improvement during the year. Lastly, daily input from interactions with technology integration instructional specialists, as well as faculty/department meetings and administrative council meetings are mechanisms to address instructional technology requests and updates.

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	Implementation	Continue to implement the professional development plan to	Assistant Superintendent	N/A	06/20/2025	$600,000

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		support teachers as they implement the NYS Next Generation Learning Standards across all disciplines K-12. Specific emphasis will remain on inquiry-based and problem-based instruction as it is implemented via the Project Lead the Way program K-12 and the complete AP Capstone Program: on the development of formative assessments and revised grading strategies 6-12; and on supporting school building specific and district initiative professional development centered on best practices for instruction.				
Action Step 2	Implementation	Contract with Western Suffolk BOCES and/or vendors for additional Professional Development centered on best practices for instruction on a per diem basis.	Assistant Superintendent	N/A	06/20/2025	$100,000
Action Step 3	Cybersecurity	Provide professional development in the area of cybersecurity for all faculty and staff.	Assistant Superintendent	N/A	06/23/2023	$25,000
Action Step 4	Data Privacy	Provide professional development for faculty and staff to understand their roles and responsibilities related to NYS Ed Law 2-d.	Assistant Superintendent	N/A	06/23/2023	$5,000

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7. This question is optional.

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

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

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1. Enter Goal 2 below:

The district will encourage a love of learning in students while fostering confidence, integrity, respect for others, and a sense of purpose and belonging. In the areas of Teaching, Learning, and Instruction: the district will provide high-quality and innovative curriculum, instruction, and learning in order for our students to be prepared to select and succeed in their chosen path beyond high school and grow every year toward their goals.

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

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

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

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

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

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

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

This goal has two parts as part of our plan:

- identifying and providing high-quality digital resources that support standards-based, technology-rich learning experiences
- identifying students that need assistance with access to Wi-Fi services outside of the school day

The first part will be identified via annual district surveys as indicated in Goal 1. Those surveys will identify areas that require additional digital resources and/or when an existing resource may not be needed going forward. Additionally, this will be an ongoing topic of both administrative council meetings and departmental curriculum committee meetings in order to best meet the needs of staff, students, and the NYS Learning Standards. The second part will be identified by parent responses to a district survey that will satisfy the NYSED Student Digital Resources Survey, and surveying school administration and PPS support services that may be able to identify students in need as the absence of Wi-Fi after school hours could limit a student's access to the high-quality digital resources that the district provides.

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	Implementation	Continue to implement an instructional technology program that is guided by best practices to enhance teaching and learning for all stakeholders. Anticipated cost is inclusive of goals 1,2,+3 and is spread across the other action steps.	Superintendent	N/A	06/20/2025	$0
Action Step 2	Implementation	Provide additional online resources for teachers and students to support current curriculum initiatives K-12 to include economically disadvantaged students, English language learners, and students with disabilities.	Assistant Superintendent	N/A	06/23/2023	$100,000
Action Step 3	Implementation	Continue implementation of one-to-one (1:1) program for teachers and students K-12 by issuing new devices as needed to support plan.	Assistant Superintendent	N/A	06/23/2023	$750,000
Action Step 4	Planning	Plan for technology improvements to be funded through the Smart Schools Bond Act to include: interactive flat panel displays(IWB), and other audio/video improvements.	Assistant Superintendent	N/A	06/20/2025	$2,500,000

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #2 from your answer to Question 1, above.

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

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1. Enter Goal 3 below:

The district will continue to maintain and improve upon the high-speed wide area and local area networks that support the instructional program while meeting the increased demands in the area of cybersecurity for devices, networks, and data systems.

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 part of the process to align district cybersecurity efforts with the National Institute of Standards and Technology – Cybersecurity Framework benchmarks (NIST CSF), we are participating in the Suffolk Regional Information Center, Data Protection Officer support service. That service provides access to the Axio360 tool which will help to track district compliance with those benchmarks. Ultimately, our progress in meeting those benchmarks will be measured in each year of this plan.

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	Implementation	Continue to implement a district network that meets instructional needs, is secure,	Director of Technology	N/A	06/20/2025	$0

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		provides adequate bandwidth to schools and classrooms in terms of wired and wireless capacity, and provides redundancy to avoid downtime.				
Action Step 2	Cybersecurity	Continue to implement developing best practices with guidance from federal, state, and local resources in the area of Cybersecurity.	Director of Technology	N/A	06/23/2023	$0
Action Step 3	Planning	Plan for technology improvements to be funded through the Smart Schools Bond Act to include: computing devices, network hardware, UPS/generator capacity, and/or other security/safety upgrades.	Director of Technology	N/A	06/20/2025	$1,400,000
Action Step 4	N/A	N/A	N/A	N/A	06/30/2021	N/A

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	(No Response)	(No	(No Response)	(No	(No Response)

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

In accordance with the district mission and technology vision statements, technology will be incorporated across the curriculum to support and enhance learning to prepare students for their future. Students will learn to effectively use technology as a tool for problem solving, creativity, communication and productivity in order to become successful contributing members of society who are able to meet the changing demands of life and the workplace. Teachers will use instructional technology and model technological capabilities with the goal of preparing students to become responsible digital citizens in an interconnected world.

We currently have technology integration in all instructional areas, K-12, and we are supporting intensive use of technology through our K-12 Project Lead the Way program offerings. We will continue to grow this rigorous program in the upcoming years with the addition of courses, technology, and coaching support for teachers. Technology is an integral part of our student support for struggling readers, our encouragement of all students to improve their reading and math skills, and for extending learning outside the school day. Students have access to a number of programs, such as Learning A-Z and ST Math at the primary level and advancing from there to include specialized software for every grade level and subject area. Teachers receive training on how to use these tools to effectively improve students' skills. Teachers use technology for regular communication with parents as well to further increase the home-school connection to build levels of academic and social support.

Our UDL coach will continue to support teachers in how to use technology to improve instruction to meet various learning needs and styles. With appropriate professional development and support, one-to-one computing will be leveraged to take the district's Universal Design for Learning to an advanced level.

Technology access will be used to increase the number of options students can choose from to learn new information, to interact with others, and to express their understanding of new ideas, concepts and skills. Teachers will receive deeper training in how to design learning around the variability present in all classrooms, and the increased degree of choice can increase engagement and motivation for all learners.

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.

While there are areas for continual improvement, Smithtown Central School District provides equitable learning "everywhere, all the time" as recommended in the National Technology Plan of 2017. We have met the immediate short term goals of foundational professional development, device availability, software applications, network infrastructure, and internet access for all staff and students. That said, reviewing the long term goals in this area will show that technology is a short term investment that needs recurring support to stay current - as we know that technology is ever evolving and is not an area where we can rest on our laurels. Our present and future students require our continued efforts to prepare them for their futures.

In alignment with the National Technology Plan (2017) theme of "everywhere, all the time", this preparation:

- begins with equitqble access to instructional technology
- includes accessibility tools as necessary
- provides ongoing professional development to meet rapidly evolving needs
- meets curriculum needs and instructional objectives
- provides multiple tools for assessment
- encourages creativity and collaboration
- balances the needs of access and cybersecurity

We recognize the challenges that we will face to appropriately integrate new technologies and we will continue to meet these challenges - together.

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

The Smithtown Central School District incorporates a multitude of Assistive Technology devices, services and specialists into our programming. It is our belief that in order for students to be successful in school and beyond, we have to teach them how to gain independence by utilizing different tools to help them overcome obstacles.

Specialists- We are currently working with a variety of agencies and internal staff who provide student evaluations and student, parent and staff training. If a CSE feels that a student is struggling and Assistive Technology may help, the CSE approves an evaluation. After a thorough assessment of the student's abilities and needs, the evaluator completes an evaluation report. The report includes recommendations that may help the student. After the CSE reviews and approves the recommendations they also have an informed conversation with the student, staff and parent about the potential for training if any is needed for the student to use the technology successfully. Throughout this process the teachers, evaluator, Information Technology staff, Assistive Technology teacher, and Special Education Department staff all work collaboratively to ensure student success.

Services- When a student is recommended to receive training on how to use a particular device there are various options that may be considered:

• Who is to be trained- The CSE has the option to train the student, parent(s) and/or staff.

• Location- Training can take place in the classroom, as a "pull out service" or in the student's home (if the device is needed for use in the home). After the CSE approves and specifies the service, it is listed on the student's IEP and can be revisited at any time.

Devices- All devices are approved by CSE with parent/guardian and student input. When a device is added to a student's IEP, the CSE also specifies whether or not the device is to be brought home with the student or remain in school.

iPad and Microsoft tablets- These devices are recommended for students who may struggle in a variety of areas:

• Academic and Social- There are many apps that can help students. These apps may include word prediction, enlarging, scanning, speech to text, text to speech, reading, writing, math, socialization, social stories, and organization. Apps can also be recommended to help strengthen their areas of weakness. These apps can cover all academic areas as well as speech and socialization.

• Communication- There are a variety of augmentative communication apps that we are using. Augmentative communication apps help give our students who are not able to speak a method of verbal communication.

iPad and tablet case- Smithtown takes into account a variety of considerations when recommending a case:

• Durability- Some students may require a case that offers more protection than the standard OtterBox case.

• Keyboard- Some students may require a Bluetooth keyboard in order to successfully use the tablet.

Chromebooks- Chromebooks are utilized throughout the district to help students with organization, reading, and writing.

Laptops- Laptops are utilized to help students with organization, reading and writing. Since they are typically heavier than a Chromebook, they are recommended when software needs to be installed that cannot be used on a Chromebook.

Magnifiers- Magnification devices are utilized for students who have difficulty with their vision. The district currently uses DaVinci Magnifiers, apps for iPad and Microsoft tablets, screen sharing tools for SMART Board to student device use (join.me, etc.), enlarged equipment as well as text to speech software.

Enlarged Keyboard- The enlarged keyboard is typically recommended for students with vision or mobility difficulties.

FM Systems- This transmits a speaker's voice directly to the listener's ear to help the student focus on what the speaker is saying. The unit consists of a wireless transmitter with a microphone that is worn by the speaker. There is also a receiver worn by the listener.

SoundField- This is a whole classroom amplification device. The speaker wears the microphone and the voice is amplified throughout the classroom.

The goal of assistive technology is to provide equity in the classroom while gaining students' independence. This collaborative approach helps to ensure students' confidence and success in the learning environment.

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

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

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

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

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

- ☑ Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through class website or learning management system).
- ☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- ☑ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- ☑ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- ☑ Home language dictionaries and translation programs are provided through technology.
- ☑ Hardware that supports ELL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.
- ☑ Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.
- ☑ Learning games and other interactive software are used to supplement instruction.
- ☐ Other (Please identify in Question 6a, below)

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

Yes

7a. If Yes, check one below:

Other (please explain in Question 7b, below)

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

Although we do not have a Bilingual program in the Smithtown Central School District, our English Language Learners through our English as a New Language program have equitable access to all instructional materials with a one to one device. The technology has allowed all students online home language dictionaries and bilingual glossaries for all instruction, materials, and assessments.

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

- ☑ Technology to support writers in the elementary classroom
- ☑ Technology to support writers in the secondary classroom
- ☑ Research, writing and technology in a digital world
- ☑ Writing and technology workshop for teachers
- ☑ Enhancing children's vocabulary development with technology
- ☐ Writer's workshop in the Bilingual classroom
- ☑ Reading strategies for English Language Learners
- ☑ Moving from learning letters to learning to read
- ☑ The power of technology to support language acquisition
- ☑ Using technology to differentiate instruction in the language classroom
- ☑ Multiple ways of assessing student learning through technology
- ☑ Electronic communication and collaboration
- ☑ Promotion of model digital citizenship and responsibility
- ☑ Integrating technology and curriculum across core content areas
- ☑ Web authoring tools
- ☑ Helping students connect with the world
- ☑ The interactive whiteboard and language learning
- ☑ Use camera for documentation
- ☐ Other (please identify in Question 8a, below)

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

- ☐ McKinney-Vento information is prominently located on individual school websites, as well as the district website.
- ☑ If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.
- ☐ Offer/phone/enrollment as an alternative to/in-person/enrollment.
- ☑ Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity
- ☐ Create a survey to obtain information/about students' living situations,/contact information,/access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs.
- ☐ Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions.
- ☐ Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.
- ☑ Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.
- ☑ Provide students a way to protect and charge any devices they are provided/with/by the district.
- ☑ Replace devices that are damaged or stolen/as needed.
- ☑ Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.
- ☑ Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity.
- ☑ Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website.
- ☑ Class lesson plans, materials, and assignment instructions are available to students and families for
- ☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)./
- ☑ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- ☑ Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work.
- ☑ Adjust assignments/to be completed successfully using/only/the/resources students have available./
- ☐ Provide online mentoring programs.
- ☑ Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.
- ☑ Offer a technology/support hotline during flexible hours.
- ☐ Make sure technology/support is offered in multiple languages.
- ☐ Other (Please identify in Question 9a, below)

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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	3.00
Technical Support	21.00
Totals:	**25.00**

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	Professional Development	N/A	200,000	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	
2	End User Computing Devices	N/A	750,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public	

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Instructional and Administrative Software	N/A	625,000	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	
4	Internet Connectivity	and WAN maintenance	120,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☑ E-Rate ☐ Grants ☐ Instructional Materials Aid	

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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:			**1,695,000**			

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.smithtown.k12.ny.us/district/district_documents#DistrictPlans
The plan will be posted to this address as soon as it is approved by NYSED. Reviewers will see the previous plans are at this site now.

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

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

- ☐ 1:1 Device Program
- ☐ 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

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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	(No Response)	(No Response)	(No Response)	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and

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

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

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

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