

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 10/06/2021

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

Dr. Theodore Fulton

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

Assistant Superintendent

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2022-2025 Instructional Technology Plan - 2021**II. Strategic Technology Planning**

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1. What is the overall district mission?

The mission of the Bayport-Blue Point School District is to develop in all students the social, emotional, and academic skills to become forwardthinking, successful adults. In order to meet this goal, technology will transform how we interact, learn, create, and grow. This use of technology will establish a seamless integration throughout all areas of the 21st-century educational environment.

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

Bayport - Blue Point Schools are committed to continually enhance the overall technology experience for its students. Our district provides access to every student in grades K-12. Our students will continue to utilize technology to enhance their understanding of the curriculum and prepare students to meet the challenges of the 21st century. Students will be challenged to use technology and information resources to apply critical and creative thinking toward effective and efficient problem solving. Technology will continue to be a catalyst in our shift to student-centered learning. All of our planning, teaching, and assessing is centered around the needs and abilities of students. We strive to provide a learning environment that supports the strengths and needs of individual learners, preparing students to be college and career ready. Technology enables teachers to provide students with resources to meet their individual learning styles. Our educators will receive the professional development necessary to allow for the integration of technology into the curriculum. Our staff and community will have access to technologies for productivity, collaboration, and communication.

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 Bayport-Blue Point School District implemented the district-wide Technology Plan Committee to develop the Comprehensive Technology Plan. The committee is made up of the following stakeholders: • Assistant Superintendent for Curriculum and Instruction • Technology Operations Manager • Administrator for Pupil Personnel Services • Secretary to the Assistant Superintendent for Curriculum and Instruction • Elementary Principal (representing the three elementary principals) • Middle School Principal • High School Principal • Special Education Teachers • Library Media Specialist • Elementary, Middle School, and High School Teachers • Elementary and High School Computer Assistants • Parents/Community Members • Student Representatives (Grades 7-12) • Director of the Bayport-Blue Point Public Library The committee will meet bi-monthly to review milestones and evaluate future goals for technology planning process.. Since the COVID-19 pandemic, meetings have been postponed to allow focus on appropriate delivery of instruction and the instructional needs of the students. The committee meets on a regular basis for technology planning purposes. This committee has met continuously over the course of the past year and a half. The district-wide committee has played an integral role in the creation of the Mission Statement, the Executive Summary, and goals for the use of technology within the Bayport-Blue Point School District. The Technology Plan is reviewed on a regular basis. The Technology Committee is also used as a means to create teacher and staff training as it is related to the use of technology not only within the classroom but across the district. It is used to not only assess the district's current use of technology but will develop and implement the plan for all future technology (instructional and infrastructure). In regards to future planning, the Technology Committee continues to do the following: 1. Use needs assessment surveys to determine specific technical support needs. 2. Develop and implement the comprehensive Technology Plan for the district based on current and future district needs. 3. Provide ongoing training and professional development for staff. 4. Assess and update the Technology Plan as it continues to evolve. The plan remains a work in progress and will be adjusted to meet the needs of staff, students, administrators, and community. 5. Communicate the Technology Plan and goals with the Board of Education, district staff, parents, students, and the community on a regular basis.

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

Since the writing of the previous plan, we have achieved and surpassed our goals. This was partially attained due to the COVID-19 pandemic. The abrupt change in the delivery of instruction forced the rapid evolution of our technology goals. Assessing the outcome and revisiting the deployment and delivery of instruction showed that we were fully prepared for ensuring continued student instruction, teacher professional development throughout. The committee will continue to assess and reassess results to determine progress and growth. Via staff and student surveys, we were able to provide targeted professional development to staff and identify applications and software to facilitate student work products. The planning process was different than the previous year due to the increase in staff/student utilization of instructional technology thus increasing our data points to consider. Goals in progress will be carried over to the new plan as needed.

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

The Bayport Blue Point School District offered distance learning to all students during the COVID pandemic. All students were given a Chromebook for access to a 1:1 device and students followed a daily schedule of classes. Students without access to the internet were given a device (Kajeet) that provided connectivity in their home. We purchased additional Chromebooks, laptops, printers, document cameras, headsets and Kajeets. All teachers were given a laptop and/or Chromebook, document camera, and headset device. Programs such as Kami, Screencastify, Edpuzzle, See Saw, myON, Mote, etc. were purchased to support students and teachers during distance learning. Professional development related to this new technology was offered to support teachers and students. Teachers implemented instructional changes to ensure that students are more technologically proficient, and created lessons that incorporated technology that would keep students engaged.

During the 2020-21 school year the district was able to offer a hybrid model, supporting in-person and virtual instruction simultaneously.

A parent Instructional Technology website was created to support parents. A help desk ticket system was created for parents to address concerns, problems, etc.

Virtual options for classes, field trips, Board of Education meetings, parent/teacher conferences, sporting events, and graduation ceremonies were provided.

We created Q-School for support while students are in quarantine. Students had the opportunity for online support when homesick or quarantined. K-5 students received five hours of support for ELA and Math with a certified district teacher. Students 6-12 received one hour per day for each core academic subject (ELA, Math, Science, S.S., & LOTE).

In addition to access to the Parent Support Website, we surveyed parents and students on multiple occasions to determine the technology needs. For example, due to parent feedback, we began the use of Classlink to streamline the student application log-in process. Due to the COVID pandemic, we began to live stream BOE Meetings, sporting events, concerts, academic ceremonies, etc. This impact also led to an accelerated district-wide 1:1 initiative, increased resources to our Wifi and Broadband infrastructure.

6. Is your district currently fully 1:1?

Yes

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

Professional development promotes excellence in teaching. Research has shown that it is the quality of the teacher that ultimately impels the achievement of the student. The Bayport- Blue Point School District will continue to use a combination of professional development approaches to ensure that technology is implemented within and across the district's curricula, as well as into professional practice. Professional development approaches will encompass the following: • Workshops for staff in computer classrooms and labs involving hands-on use with follow-up training. • Turnkey training - selected staff receives training and then, in turn, train other staff through both small informal groupings and more formal, structured classes. • Web-based and video-based learning materials for individual training and updating of skills. • Use of outside trainers (if necessary), including Eastern Suffolk BOCES, Model Schools, and other third-party trainers for both on-site, in-district, and off-site training. • Distance learning, interactive video-conferencing, and satellite technology. • A variety of release times (Superintendent's Conference Days, Faculty meetings, Department meetings, release from teaching assignments.) and summer academy sessions to maximize the opportunities for staff training. The professional development program of Bayport- Blue Point Schools recognizes that significant change in educational practice takes considerable time and is the result of long-term staff development over periods of three to five years. Our technology initiatives are no different. All professional development activities undertaken by the district are designed for implementation over a period of years. This allows for, and promotes, sufficient time for assimilation, mastery, and experimentation on the part of the staff, as well as for program development and support, evaluation, and analysis on the part of the district. Conference attendance, for example, is focused on ongoing initiatives. Local funds and Federal grants will allow staff to attend appropriate conferences and workshops as a means to gather research and turnkey knowledge gained. Lastly, our in-house Technology Integration Specialist, who is a certified teacher, pushes into classrooms and co-teaches the utilization of applications and software to promote staff usage. In addition, she provides 1x1 and group training to staff k-12 on a weekly basis.

The district consistently surveys staff and reviews application utilization data to determine usage and professional development needs. Our Technology Integration Specialist works with individual teachers, groups, and departments to support targeted professional development dependent upon staff proficiency.

Use of formal written classroom observations, informal walkthroughs, instructional rounds, application/program utilization surveys and reports will be used to measure and assess successful implementation of PD.

The Professional Development Plan is evaluated via the Technology Committee and stakeholder surveys.

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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II. Strategic Technology Planning

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III. Goal Attainment

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

- 1. Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.**

The district has met this goal:

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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IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Utilize technology to increase teacher and student usage by 10%

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.

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

- Provide an effective instructional technology program enabling teachers and students, administrators to:
- Utilize and integrate technology into curriculum and instruction to enhance student learning and achievement
 - Prepare students to be technologically ready for college and/or career readiness using 21st century learning standards.
 - Provide students with an understanding of the use of technology as a tool to support their learning including the Internet, word/data processing, research, calculations and projects as well as Internet safety
 - Use technology to improve student achievement in the basic skill areas that support the total learning process (reading, writing, mathematics, communications, critical thinking, and problem solving)
 - Provide staff development opportunities for all faculty, staff and administration.
 - Application Classlink will provide analyzed data to assess technology usage and understanding.

The Instructional Technology Department will focus on the 1:1 integration of instructional technology at all grade levels and work to increase teacher and student usage to ensure equity of instructional technology experiences for all students. Through the use of Classlink we will analyze the data collected to provide evidence of technology use and understanding. This data will be used to guide future professional development and support. Data from i-Ready, myON, Learning A-Z, etc. will be used to monitor and evaluate student progress and usage as well as analyze results from these programs. Teacher surveys will also be used to determine needs and utilization.

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,

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IV. Action Plan - Goal 1

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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	Professional Development	Survey teachers to establish foundation of knowledge then provide 1:1 and group professional development opportunities based on survey results	Instructional Technology Coach	N/A	06/30/2025	0
Action Step 2	Professional Development	The Instructional Technology Department will focus on the 1:1 integration of instructional technology to increase teacher and student usage.	Instructional Technology Coach	Instructional Technology Coach	06/30/2025	0
Action Step 3	Collaboration	The Technology committee will begin conversations to create a technology curriculum that aligns with the NYS Computer Literacy and Digital Fluency Learning Standards	Assistant Superintendent	N/A	06/30/2025	0
Action Step 4	Curriculum	Students will continue to collaborate and integrate technology into their learning experiences through the use of Chromebooks and other technologies.	Classroom Teacher	N/A	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 #1 from your answer to Question 1, above.

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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Evaluation	Assess effectiveness of PD through surveys, observations and program analytics	Assistant Superintendent	Instructional Technology Coach	06/30/2025	0
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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IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

Continue to update and maintain a robust district network infrastructure.

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.

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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

- Monitor and maintain wireless Infrastructure district-wide to ensure consistent access for student learning. Maintain and upgrade access points and refresh backend as needed.
 - Maintain and upgrade Network equipment and software to keep a secure and reliable Network.
 - Upgrade and maintain network storage solution with appropriate backup / duplicating procedures.
 - Ensure the tools that are used for securing data, transmission of data are maintained with the latest updates and the hardware replacement cycles are current. This will help ensure data privacy, security and all-time access to the Internet.
- Update and implement network safety measures by doing the following:
- Cybersecurity training for staff
 - Phishing email campaigns
 - Update security software as needed
 - Ensure proper Disaster Recovery Plans are in place
 - Test and update Disaster Recovery Plans as needed
 - MFA
 - Cleanup inactive accounts
 - Run vulnerability scans
 - Employ traffic monitoring
 - Regularly scheduled network security checks - Pen tests
 - Ensure physical switch environments are secured
 - Monitor patches and software updates
 - Enforce password updates

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Infrastructure	monitor and maintain hardware and software	Director of Technology	N/A	06/30/2025	0
Action Step 2	Professional Development	Cybersecurity training for staff	Director of Technology	N/A	06/30/2025	0
Action Step 3	Implementation	MFA	Director of Technology	N/A	06/30/2025	0
Action Step 4	Policy/Protocols	Enforce established password policy	Director of Technology	N/A	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.

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Cybersecurity	Continue Pen tests w/DHS and schedule monthly phishing campaigns through purchased software	Director of Technology	NA	06/30/2025	0
Action Step 6	Evaluation	Perform disaster recovery simulations to ensure success.	Director of Technology	(No Response)	06/30/2025	0
Action Step 7	Evaluation	Annually review network status: current staffing and remove inactive staff accounts; ensure physical hardware is updated to latest software	Director of Technology	(No Response)	06/30/2025	0
Action Step 8	Evaluation	Review monthly traffic reports provided by ESBoces	Director of Technology	(No Response)	06/30/2025	0

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IV. Action Plan - Goal 3

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1. **Enter Goal 3 below:**

Develop and deliver high quality professional development that aligns with district goals and the NYS Computer Literacy and Digital Fluency Learning Standards to ensure educators and leaders are proficient in the integration of learning technologies.

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.**

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

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

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

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IV. Action Plan - Goal 3

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

Provide 1:1 and group professional development sessions that focus on integration of instructional technology in order to enhance student achievement. Tools such as iReady, MyON, Learning A to Z, See Saw, Learning.com, Lumio, Nearpod, Boomcards, Kami, Castle Learning, Discovery Ed provide formative and summative data for student assessment. This data will be used to guide future instruction and differentiate educational needs.

- Provide experienced personnel to support all technology use in the classroom.
- Provide support for students and teachers in the 1:1 environment.
- Staff development providers will model the effective use of technology in creating engaging learning environments, differentiating instruction, engaging higher level thinking skills, and using data both to monitor learner progress and to improve instruction.
- Web -based and video -based learning materials will be provided for individual training and updating of skills. Use of outside trainers (if necessary), including Eastern Suffolk BOCES, Model Schools, and other third party trainers for both on-site, in-district, and off-site training.
- Provide a variety of release times (Superintendent’s Conference Days, Faculty meetings, Department meetings, release from teaching assignments.) and summer academy

Evidence and data will be collected in the following ways:

- The Instructional Technology Specialist will keep track of teachers who attend various professional development training sessions using a professional development calendar.
- Surveys will be used to determine the effectiveness of the technology training.
- Walkthroughs/observations
- Teachers will have opportunities to collaborate with, and learn from, professional colleagues in other school districts.
- Teachers will have opportunities to share their learning with colleagues across the district along with their own schools.

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	Professional Development	The Instructional Technology Department will provide opportunities for professional development, training and workshops to develop teacher's ability to integrate instructional technology into curriculum and instruction.	Instructional /PD Coach	N/A	06/30/2025	0
Action Step 2	Professional Development	Staff development providers will model the effective use of technology in creating	Instructional /PD Coach	N/A	06/30/2025	0

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IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		engaging learning environments, differentiating instruction, engaging higher level thinking skills, and using data both to monitor learner progress and to improve instruction.				
Action Step 3	Professional Development	Provide a variety of release times (Superintendent's Conference Days, Faculty meetings, Department meetings, release from teaching assignments.) and summer academy	Instructional /PD Coach	Superintendent	06/30/2025	0
Action Step 4	Evaluation	Post superintendent conference day surveys, pre and post PD surveys, DW climate survey and application utilization reports	Assistant Superintendent	Director of Technology	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 #3 from your answer to Question 1, above.

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

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
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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V. NYSED Initiatives Alignment

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

General education students and students with disabilities are served in our school district within all educational environments. All classrooms throughout the district are equipped with new Smartboards. All students are provided a 1:1 device in order to work independently and these devices provide students with a rigorous curriculum. Throughout the district we provide opportunities to use Smart notebook software, student response systems, laptops, laptop carts, Chromebooks, iPads, digital readers, document readers, hard wired and wireless access, online databases, and web based applications. Additional assistive technology is provided as per each individual identified student's needs (as indicated on their IEP). Students use apps, videos, quizzes and learning activities aligned to the Next Generation Standards as well as the new K-12 Computer Science and Digital Fluency Learning Standards. Activities will differ based on grade level, student performance and teacher selected performance based activities. Through the use of technology and student growth throughout the year, the goal is to see sustainable progress on the student's annual growth scores. The district will continuously evaluate subscriptions, software, and technology in order to provide a technology rich education for the students. Teachers will utilize technology at least 2-3 times per week to facilitate instruction and provide access to course content and materials. Teachers will be provided with professional development opportunities throughout the year. Students will demonstrate understanding of skills and concepts through the use of Google Workspace and related instructional applications. Students will use technology to provide multiple pathways to access and participate in learning through various learning opportunities that support visual, auditory, and tactile type 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.

- Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through class websites or learning management systems).
- 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 provided as per a student's individual need (IEP, 504, ELL)
- Technology is used to increase options for students to demonstrate knowledge and skill.
- Learning games and other interactive software are used to supplement instruction.

During the next 3 years as part of our strategic planning process, the district will be formulating a new Smart Schools Investment Plan during the 22-23 school year.

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 Bayport-Blue Point School District's Strategic Plan incorporates the use and implementation of technology not only for the general education student but the special education student as well. Access to iPads, laptops, Chromebooks, and educational programs allow the teachers to provide all students various learning opportunities that support visual, auditory, and tactile type learners that are found in all classrooms. For example, apps are installed on iPads/Chromebooks to assist students with the learning process. SmartBoard lessons are created for students to not only visualize what they are learning but also manipulate and provide for tactile movement. A variety of computer programs and Chromebook/iPad Apps, programs and extensions provide accommodations to assist students with reading aloud, organizing writing, word processing, and talk to text to name a few. Students have access to iPads with behavioral supports and communication devices. Additionally, the use of technology allows the school district to provide data for both the general education student and special education student that can then be used to improve instruction at the 1:1 level as well as a group. The data that is provided by either instructional programs or educational apps allows staff members who work with individual students to make academic decisions and improvements to enhance the current instructional program. The Special Education Department continues to pursue expansion of learning opportunities beyond the regular school day.

Students with disabilities may require specific hardware and/or software in order to ensure success and participation in the general curriculum as stated within their individualized education programs (IEPs). Individual needs are identified using a variety of assessments. Based on these results, devices and/or applications are selected to provide a positive learning experience for the student. These devices may include iPads, Chromebooks, laptops as well as other devices. Students may have specific applications which utilize Text to Speech, Speech to text, Word prediction and other tools to provide students with accessible content for their academic achievement and success.

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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.

- | | |
|---|--|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Using technology as a way for students with disabilities to demonstrate their knowledge and skills |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital world | <input checked="" type="checkbox"/> Electronic communication and collaboration |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input checked="" type="checkbox"/> Reading strategies through technology for students with disabilities | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input checked="" type="checkbox"/> Helping students with disabilities to connect with the world |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the special education classroom | <input type="checkbox"/> 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:

In the 5 languages most commonly spoken in the district

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

(No Response)

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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V. NYSED Initiatives Alignment

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

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website. <input type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone. <input checked="" type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment. <input type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods. <input checked="" type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district. <input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed. <input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for <input type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD./ or private online video channel)./ <input checked="" type="checkbox"/> 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. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 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. <input type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./ <input type="checkbox"/> Provide online mentoring programs. <input type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues. <input checked="" type="checkbox"/> Offer a technology/support hotline during flexible hours. <input checked="" type="checkbox"/> Make sure technology/support is offered in multiple languages. <input type="checkbox"/> Other (Please identify in Question 9a, below) |
|---|--|--|

2022-2025 Instructional Technology Plan - 2021V. NYSED Initiatives Alignment

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

- 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.

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

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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	1.50
Technical Support	5.25
Totals:	7.75

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	N/A	320,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	Professional Development	N/A	175,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Staffing	N/A	300,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	Instructional and Administrative Software	N/A	435,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
Totals:			1,230,000			

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

Not Applicable

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

<https://sites.google.com/g.bbbschools.org/bbptech-department/home>

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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VII. Sharing Innovative Educational Technology Programs

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

- | | | |
|--|---|---|
| <input type="checkbox"/> 1:1 Device Program | <input type="checkbox"/> Engaging School Community through Technology | <input type="checkbox"/> Policy, Planning, and Leadership |
| <input type="checkbox"/> Active Learning Spaces/Makerspaces | <input type="checkbox"/> English Language Learner | <input type="checkbox"/> Professional Development / Professional Learning |
| <input type="checkbox"/> Blended and/or Flipped Classrooms | <input type="checkbox"/> Instruction and Learning with Technology | <input type="checkbox"/> Special Education Instruction and Learning with Technology |
| <input type="checkbox"/> Culturally Responsive Instruction with Technology | <input type="checkbox"/> Infrastructure | <input type="checkbox"/> Technology Support |
| <input type="checkbox"/> Data Privacy and Security | <input type="checkbox"/> OER and Digital Content | <input type="checkbox"/> Other Topic A |
| <input type="checkbox"/> Digital Equity Initiatives | <input type="checkbox"/> Online Learning | <input type="checkbox"/> Other Topic B |
| <input type="checkbox"/> Digital Fluency Standards | <input type="checkbox"/> Personalized Learning | <input type="checkbox"/> 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)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized

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VII. Sharing Innovative Educational Technology Programs

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	Name of Contact Person	Title	Email Address	Innovative Programs
				<input type="checkbox"/> Learning Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> 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)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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

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

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

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