2022-2025 Instructional Technology Plan - 2021

I. District LEA Information
_____

Page Last Modified: 05/25/2022

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

Mike Bakatsias

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

Assistant Superintendent

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

II. Strategic Technology Planning

Page Last Modified: 06/27/2022

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

   Pursuit of Excellence - The Marlboro Central School District prepares all students for a successful and productive life of learning. We will continue to adjust our learning environment and programs to ensure that our graduates are prepared to meet the ever-changing challenges of the 21st century.

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

   Through Board of Education policy and oversight, enable the MSCD to create an environment and reputation that is highly regarded for its academic excellence, advancement of the arts, successful and participative athletic programs, and for developing our future leaders, all resulting in continuous improvement of the community in which it operates.

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 Assistant Superintendent for Technology, in coordination with the Assistant Superintendent for Curriculum & Instruction facilitate regular building-level technology committees in where technology related issues are discussed and finalized for technology planning. Topics include;
   - software and hardware.
   - Instructional approaches are discussed and assessed.
   - Routine meetings & discussion and piloting new tools and ideas and provide turn-key training. Stakeholders include, District administrators, as well as, committee members,teachers, support staff, and technology support personnel.
   - The planning process took place was bi-monthly for the Jan - March time frame, allowing for flexibility with schedules and snow days. These meetings took place overseveral weeks. New sections were tackled at each session. Feedback from previous topics and tech committee meetings were discussed. Changes were agreed upon and incorporated into the tech plan.

   <u>District Technology Committee Members</u> Assistant Superintendent for Technology & Personnel, Assistant Superintendent for Curriculum & Instruction; District-wide Technology Integration Coach. Technology Field Service Technician, Technology Network Specialist, Teaching Assistant assigned to Building Technology support, School Board Representative, High School Teacher representative, Middle School Teacher representative, and an Elementary School Teacher representative

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 conclusion of the "full remote" learning perid due to a global pandemic, our goals and initiatives for our three-year plan is to continue to develop web-based practices and school work in a more mobile or transportable mindset. Items that showed promise and need to be expanded upon via the new plan are: Continue rostering all programs and web services through the Classlink web portal. System checks and balances to be sure "rostering" service is running each night. Set up alerts for issues. Maintain at least one evening option for Parent-Teacher conferences via Google Meet or other virtual meeting software. Parent attendance at parent-teacher conferences grew significantly due to the "virtual" meeting option. Continue investments is classroom and student device technologies. They were the engine that instructions ran on during the pandemic.   We certainly have more things to take into consideration in order to achieve those goals. This plan continues our strive for excellence for all of our students while also ensuring that we have the flexibility to incorporate innovative practice. Being able to shift from in-person instruction to all remote instruction is important in enabling our staff and students the ability to teach and learn in a changing environment. Keeping our data and our networks safe while providing remote access to needed information is also a top priority for the duration of this plan. Ensuring that we have knowledgeable and well trained staff to guide our students to success and to do so in a safe, secure online environment is what this plan is geared towards helping us do as a team.

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

   Since the conclusion of the "full remote" learning period due to a global pandemic, our goals and initiatives for our three-year plan is to continue to develop web-based practices and school work in a more mobile or transportable mindset. Items that showed promise and need to be expanded through this plan are: Continue rostering all programs and web services through the Classlink web portal. System checks and balances to be sure "rostering" service is running each night. Set up alerts for issues. Maintain at least one evening option for Parent-Teacher conferences via Google Meet or other virtual meeting software. Parent attendance at parent-teacher conferences grew significantly due to the "virtual" meeting option. Continue investments is classroom and student device technologies. They were the engine that instructions ran on during the pandemic.

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

   Yes

Page Last Modified: 06/27/2022

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

Professional development is an ongoing district goal.
- Increasing instructional technology capability is determined by reviewing usage reports and classroom observations.
- Continuous improvement to teachers' instructional technology capacity is essential in education. In our district we accomplish this goal by offering monthly teacher professional development workshops before and after school.

In addition, our district Technology Integration Specialist can be contact by any teacher for additional training on any topic which provides targeted, needs-based, and personalized professional development based on each teacher's capacity and interest. Summer offerings are provided by local area vendors. Teachers are encouraged to participate

- This gives teachers the opportunity to explore new tools, brush up on old ones and feel confident as they enter the school year. In addition to these opportunities, we offer asynchronous learning courses through the district and also through many of our software platforms. These courses meet the teachers at their level and provide them the convenience of professional development at their pace.

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

III. Goal Attainment

Page Last Modified: 06/06/2022

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

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

   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:**

   Fully

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:**

   Moderately

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

Page Last Modified: 06/27/2022

1. **Enter Goal 1 below:**

Remote Instruction Sustainability - The COVID19 Pandemic created a need for our school district to transition to remote instruction for a period of time. In the year ahead, the district will monitor and evaluate the district's capacity to pivot to remote / hybrid learning.

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

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

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

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

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

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

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.**

To measure the "readiness" of the instructional staff to be able to make the transition to remote instruction, should the need arise can be measured by the following items: 1. Google Survey Data - Room by room inventory for each building with regard to devices that support "virtual" instruction and learning. 2. Faculty/ Staff Remote Instruction Skills - Attendance / Engagement in Faculty/Staff participation in "remote" opportunities. 3. Googel Analytics - review the number of Google Meets or Google Classroom activities engaged by staff in each building.   The district will know this goal is met becasue;
- ALL Teachers will report they have all the equipment they need to pivot to remote learning
- Attendance records of staff participating in remote opportunities will be 95% or higher.
- Staff development opportunities that cover "remote learning" tools will see a 5% increase in participation.
- The district will see an increase in staff response on post-assessments that report proficient or "above" proficiency in their working knowledge of Google Meet, Classroom and Classlink.
- The district will see a increases in use of remote tools at certain times of the year and consitent participation in "remote" opportunites as an indication that instructional staff are maintaining remote practices as part of the districts remote "instructional delivery" culture.

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

Page Last Modified: 06/27/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Each school can create a Google survey to be sure that each classroom/office still contain or have access to a 2nd monitor, Logitec Webcam and working knowledge of Google Meets & Classroom.	Building Principal	Instructional Technology Coach	10/07/2022	None
Action Step 2	Purchasing	Should staff report they do not have access to essential devices to support remote instruction, the items would need to be purchased.	Assistant Superintendent	Technology Purchasing Staff	12/20/2022	$5,000
Action Step 3	Planning	Principals to require at least 2	Building Principal	Asst. Principal	06/30/2023	None
Action Step 4	Community Partnerships	Each building should continue offering remote Parent-Teacher Conferences	Curriculum and Instruction Leader	Principal	06/30/2024	None

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)	0
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	0
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	0
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Respo	0

Page Last Modified: 06/27/2022

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

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

Page Last Modified: 06/27/2022

1. **Enter Goal 2 below:**

   Improve IT Security for the Marlboro CSD district-wide network. While MCSD enjoys a relatively new network installation throughout the district and all computers have been upgraded or replaced to run the Windows 10 operating system. there has been no additional investment in IT Cybersecurity services implemented.   In the next three years, MCSD expects to explore and implement additional It Security Services to protect both network and workstation enviornments.

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

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

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

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

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

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

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

   IT Security - Measures and Evaluations 1. Using Cymetric for Vulnerability Analysis - As an all-in-one cybersecurity assessment platform, **Cymetrics** helps companies examine cyber risks from the perspective of hackers in a more agile and flexible way. We are currently engaged in a "pilot" with OUBoces component schools and Cymetric to conduct vulnerability assessments of our system. Reports from Cymetric will provide data and evaluations as well as next steps for MCSD investment. 2. Implement Tenable or other cloud risk assessment to assess cloud services: Cloud-based vulnerability management for complete visibility into the assets and vulnerabilities in your organization. 3. Evaluate and Replace Firewall appliance - Coordinate with OUBOCES technical staff.

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						

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 06/27/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Policy/Protocols	Using Cymetric for Vulnerability Analysis	Assistant Superintendent	Supervisor of Technology	12/16/2022	No cost for current consortium.
Action Step 2	Evaluation	Implement Tenable or other cloud risk assessment	Assistant Superintendent	Network Specialist	11/11/2022	$20,000
Action Step 3	Infrastructure	Evaluate and Replace Firewall appliance	Assistant Superintendent	Network Specialist	09/01/2022	$12,000
Action Step 4	Collaboration	Work with OUBoces Tech Services to assist in consultation for securing MCSD's side of the network.	Assistant Superintendent	Network Specialist	06/28/2024	$12,000

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.**

	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)	0
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	0
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	0
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	0

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

Page Last Modified: 06/27/2022

1. **Enter Goal 3 below:**

   Address the concerns of "Learning Loss" at MCSD.

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

   Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning

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

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

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

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

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

   How will this instructional technology goal be measured and evaluated during and after implementation?   Increasing parent/student communication regarding Marking Period deadlines and urging both groups to connect with teachers to make up work within required time frames.   The following data can be collected, analyzed and discussed to evaluate this instructional technology goal.   1. The district will see a 5% increase in the number of parents who respond "exceeds expectations" relating to the district's communication efforts.   2. Notification statistics can be collected and analyzed through our Marlboro Alerts system.   3. Feedback from parents via Google surveys and feedback from Building PTA organizations.   4. Feedback from the Board of Education throughout the year.

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	Communications	Increase notifications to parents & students	Assistant Superintend	Supervisor of Technology services.	06/30/2023	$10,000

Page Last Modified: 06/27/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		regarding important Marking period timelines.	ent			
Action Step 2	Collaboration	Parent feedback via Google surveys and PTA groups.	Assistant Superintendent	Building Principal	06/30/2023	none
Action Step 3	Collaboration	Feedback from Board of Education.	Assistant Superintendent	Supervisor of Technology	06/30/2023	none
Action Step 4	Professional Development	Increase Teacher to Parent contact.	Building Principal	Supervisor of Curriculum & Instruction	06/28/2024	$15,000

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	0
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	0
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	0
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	0

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

No

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

V. NYSED Initiatives Alignment

Page Last Modified: 06/27/2022

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

   The district's use of instructional technology will support academic standards by providing students a means to show their understanding of concepts digitally. Students use online resources and programs to do more project-based learning. Students have become more engaged learners with the full implementation of Chromebooks kindergarten through twelfth grade. Teachers use technology to support and differentiate curriculum for their students to ensure student academic achievement and personal growth.   Instructional Plan initiatives for 2022-2025, a STEM Focus;
   • K-2 : Espark learning has been replaced by I Ready, implementation to continue in 22-23
   • 3-5: STEM special area instruction, Marlboro Elementary is planning on hiring a STEM Teacher for 22-23 school year.
   • 6-8: STEM and Computer Design laboratories were constructed during the 21-22 school year. These newly digitized course offerings will give students additional instruction on Media Art, STEM and 3D printing experiences.
   • 9-12: STEM Classrooms will be completed. These newly constructed spaces will provide additional coursework and experiences in the areas of STEM, Robotics, 3D printing and Drone design.

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

   The district is fully 1:1 since the Pandemic, so every student has access to a device. Our 6th through 12th grade students take those devices home every night for use at home for homework, studying, research, and projects. Instructional Focus *Class Link* proved to be an invaluable tool for remote learning. Technology Services will continue using this online portal be sure all teachers and students maintain access to all grade appropriate programs and file access.   Wireless Infrastructure MCSD will re-evaluate its unified, district-wide wireless network in all buildings to ensure a fast and reliable experience for our staff and students. The evaluation is to determine the useful life left in the system and plan its replacement. While most of our students have internet access at home, we do have wireless "zones" around our buildings and partnerships with our local libraries to enable connectivity for all. In additional, Building IT staff can assist parents and students when needed via phone or in-person to assist them with technology questions and needs.

Page Last Modified: 06/27/2022

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

Discovery (Elementary) The Discovery Curriculum was created to meet the needs of all students following their Individualized Educational Plan. Our goal is to provide a positive and supportive environment for academic, personal and social development. The classroom is structured to minimize distractions and increase individual attention. The Discovery Curriculum is designed for Kindergarten, First Grade, and Second Grade students. The curriculum is aimed at giving students a strong foundation to begin their academic career and meet grade level expectations. **Endeavors (Elementary)** The Endeavors Curriculum is designed for Third, Fourth and Fifth Grade special education students. The curriculum is aimed at allowing students the opportunity to apply the skills learned in the Discovery program. Vocabulary skills are applied to sentence writing, structuring a paragraph and storytelling through quality writing. **Elementary topics and activities for Students with Disabilities;** K-5 ELA:

- *Learning A-Z* - Guided Reading – Leveled in small groups according to reading level. Using learning A-Z, teachers and students have options to;
- *Learning A-Z & IReady* Reading allow students to choose reading materials in their reading level to personalize learning and they both monitor progress throughout the school year.
- *Learning A-Z & IReady/Reading* both provide multiple texts and types of learning materials.
- *i-Ready* allows teachers to meet your student exactly where they are and provides data to increase your student's learning gains. i-Ready consists of two parts: Diagnostic and Personalized Instruction.
- The program provides a variety of tools such as "reading" text to the student to support learning needs.
- *Learning A-Z and iReady* both provide customize teaching tools to suit multiple forms of intelligence.
- *Read Aloud* – Books read to the students on topics in class, world events or for listening pleasures allows students to participate and move forward despite their reading level.
- *IXL Language Arts* - IXL offers more than 100 language arts skills and games to explore and learn in each grade level. After a brief language arts assessment, personalized recommendations appear on a "Learning Wall" to find a skill that looks interesting, or select a skill plan that aligns to your textbook, state standards, or standardized test.
- Spelling – *Sitton Spelling* with an emphasis on sight words
- Preparation for NY State Assessments is incorporated throughout the year

K-5 Math:

- IXL Math is used to support Math Instruction in grades K-5. IXL offers hundreds of elementary math skills and games to explore and learn!
- After a brief assessment, each student gets personalized learning recommendations posted on their "Learning Wall" to support skills and strategies that aligns to the math textbook, state standards, and standardized test.
- Students are grouped according to levels and IEP Goals
- Preparation for NY State Assessments is incorporated throughout the Year

K- 5 Social Studies :

- Students use Brain Pop and CultureGrams to re-enforce classroom instruction and curriculum which is focused on New York State and U.S. History.
- Primary focus will be on the Hudson Valley Region and the part it played in history

BrainPop & BrainPop Jr. allow students to hear short stories/videos and complete activities and tasks that support the Social Studies standards through topics like American History, Biographies, Holidays, Native Americans, Government and citizenship. Tools are built in to assist student with special needs with a variety of tools such as read aloud, speech assist, replay and is available in the Spanish Language. K-5 Science:

- Combination of 4th and 5th grade curriculum
- All students will participate in STEM related activities to foster curiosity and foster a sense of hands-on skills and applying them to Science concepts.
- "Great Body Shop" offers students fun, authentic, hands-on activities
- Skill-based lessons targeting different learning styles and levels
- Up-to-date print and digital student materials in four languages
- Culturally diverse lessons, characters, and puppets
- Themed-based music

Secondary Special Education 1:1 Device: Each student is assigned a device to assist in learning goals for each subject area in each grade level. **Transitions (Middle School)** Since Middle School is a time of many changes, Transitions is the name of our program. **Language Arts** *Class Link, Discovery Education and Castle Learning* support reading, a vital life skill, and our curriculum throughout the day revolves around reading. We want our students to become the best readers they can be and to reach their full potential. Writing is also a large part of our curriculum. Students have individual weekly spelling lists. They have their own student spelling dictionaries which are used for editing. Shared Google documents allow for teachers to guide students through writing prompts. **Math** Another focus is on real-life math skills, such as: telling time, the calendar, money, and the

V. NYSED Initiatives Alignment

Page Last Modified: 06/27/2022

basics of addition and subtraction. Castle Learning provides Math re-enforcement for Math problems at the students personized math ability level. In addition, the class runs the store. Students use a cash register and interact with other students who come in to purchase items. This creates workplace experiences yet support Math skills in everyday life.

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)

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

   Each child, including Students with Disabilities in the Marlboro Central School District receives a Dell 3100 2in1 chromebook to support instruction and learning.

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)

Page Last Modified: 06/27/2022

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

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

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

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

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

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

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

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

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

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

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

Yes

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

In the 5 languages most commonly spoken in the district

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

The 5 common languages are Spanish, Arabic, Russian, Chinese and Greek.

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

Page Last Modified: 06/27/2022

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

☐ Provide online mentoring programs.

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

☑ Offer a technology/support hotline during flexible hours.

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

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

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 06/27/2022

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

   ☑ 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.

Page Last Modified: 06/27/2022

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	4.00
Technical Support	5.00
Totals:	**10.00**

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	End User Computing Devices	Computers, Chomebooks & IPad	225,000	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	hardware aid
2	Instructional and Administrative Software	Annual software subscriptions such as ClassLink	277,500	Annual	☑ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate	Software Aid

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 06/27/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Network and Infrastructure	network licensing and wiring work.	147,000	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	none
4	Network and Infrastructure	Upgrade Firewall, end of life, enhance security	24,000	Both	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources	none

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 06/27/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
Totals:			**673,500**			

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://5il.co/1c06e

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

Page Last Modified: 06/10/2022

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

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Mike Bakatsias	Assistant Superintendent for Technology	MIKE.BAKATSIAS@marlboroschools.org	☑ 1:1 Device Program ☑ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☑ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized

Page Last Modified: 06/10/2022

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

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

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

Page Last Modified: 06/10/2022

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

Page Last Modified: 06/10/2022

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

Page Last Modified: 06/10/2022

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

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