

**2022-2025 Instructional Technology Plan - 2021**

I. District LEA Information

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Page Last Modified: 10/13/2021

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

Philip K. Voigt

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

Director of Technology

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

**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 Central Islip Public Schools is to enable all students to fulfill their potential and become responsible, contributing adults able to thrive in a culturally diverse, changing world. In partnership with the entire community, we will provide a quality, educational experience that offers equitable learning opportunities in a safe environment. We will link home, school, and community to ensure a positive, supportive education that fosters student excellence and success.

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

All students having primary and supplemental resources for all subject areas in a 1:1 (Grades 3-12) and shared (PreK - 2) device environment. Resources include student devices (Chromebooks/iPads), connectivity, high speed bandwidth, program/app resources, core curriculum programs, supplemental programs, tutoring/extra help programs and assistive programs for special education. All students should have adequate hardware, devices, connectivity and programs.

**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 Superintendent of Schools in concert with the district Director of Instructional Technology works with the Board of Education, Community, District Committees (Curriculum, AIS, Special Ed, Security, Administration) to ensure all stakeholders are involved, informed and have a voice in the planning process. The Director of Technology also works closely with the district coordinators, Special Education department and Assistant Superintendent for Curriculum and Instruction to ensure all students are represented when assessing needs. The timeline is ever evolving as technology is forever changing. We meet multiple times each month and technology is a large part of each meeting's conversations. Through the Board of Education meetings and district committee meetings the community (parents, PTA, PTSA, community members, local legislation, etc.) become involved with the development of the district's technology plan over the course of each school year.

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

The previous plan was drastically accelerated due to recent funding infusions. While the former plan called for a slower roll out heading in the direction of full 1:1, this plan has reached that goal and now moving toward use of 1:1 in the classrooms. The various planning committees are now discussing actual use scenarios, programs, professional development and management. The former plan saw committees speaking of "how do we get to our goal of 1:1?". The funding infusions have met all goals of previous plans as we move into a new era of full 1:1 and new programs. The main difference is we can now forge ahead with actual use and programming instead of focusing on purchasing devices. This plan helps to address and reach the district's FULL 1:1 Initiative plan providing a device to each individual student for in-school and at-home use as needed. Prior to 2020 (previous plans) the district was moving toward the 1:1 initiative. With the commencement of this new plan we have achieved 1:1 device purchases for every student meeting our goal ahead of schedule.

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

During the COVID pandemic, digital technology ensured that administrators, educators, and students had access to devices, curriculum, and instruction. The pandemic forced administrators, educators, and students to quickly adapt and shift to a synchronous and asynchronous learning environment, which accelerated our previous technology plan. Instead, the previous plan called for a slower rollout of deploying one-to-one devices in the K-12 classroom, a short-term reality and need. Adding one-to-one devices gives the students the ability to use their devices in school and at home to access all digital curricula.

We recognized the urgency of establishing internet connections for all students and community stakeholders to facilitate virtual learning and access to the digital curriculum. The Federal Communications Commission supported the district and community, offering reimbursement for home internet. Optimum and AT&T provided free emergency broadband to all students in the district. The district has added adequate connectivity, hardware, and bandwidth, to access digital programs, curriculum, and resources.

The district recognized the need to shift to Google Classroom to make teaching and learning more accessible, manageable, and efficient should the school district be forced to go back to virtual instruction. The added change includes integrating curricula programs with Google Classroom for educators to manage classes, add assignments, and collect data easily. To increase students' technological proficiency, educators require students to utilize their devices more regularly in the classroom. Using the Chromebooks in a classroom gives the students the ability to access digital content from our core and supplementary programs and curricula, be a researcher, and conduct project-based learning to access information quickly and efficiently. All students have opportunities to use online tutorials listed on the district website that include how to use digital programs, content, and platforms.

The district determined that teachers required professional development to feel comfortable teaching in a virtual learning environment and using digital curriculum and resources. Teachers had to quickly acquire the ability to navigate digital content and teach students using a virtual learning framework. The district academic coaches provide weekly professional development opportunities for educators to learn how to use Google Classroom, log in to various platforms, access and share digital curricula, create assignments, assign assessments, collect data for analysis, and add enhancements to our core and supplemental programs and curriculum using a virtual framework. Educators continue to receive weekly professional development during their professional period and have access to online tutorials for Google Classroom and district digital platforms on the district website.

During the pandemic educators used Zoom or Google Meet to video conference with the students. They utilized the features (e.g., breakout rooms, screen sharing, and chat) as part of their instructional practice, informal data collection through interaction and observation, and notetaking. They also used the platform to communicate with parents during meet the teacher night and parent-teacher conferences. The district administrators and principals continue to use Zoom to engage parents and community stakeholders in discussions during monthly discussion meetings and Board of Education meetings.

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

No

**6a. What are your plans to become a fully 1:1 District? (Covers all grades K-12 as applicable)**

**BY 2022-2023 School Year the District will be FULL 1:1 PREK-12 (provided shipments arrive in time). The only anticipated delay would be in supply chain shipments due to the pandemic.**

- PREK-2 is Partial 1:1 with 10 iPads per class for shared use. Individual 1:1 home Devices are available for any emergency or future quarantine/pandemic scenarios. Partial 1:1/Shared Carts as per the plan. We are evaluating the success and/or future needs of the plan for future planning. The question of shared environment vs. organic 1:1 environment in grades PREK-2 is still in research and development phases. PREK-2 WILL BE FULL 1:1 FALL 2022 (unless there are additional shipping delays)
- GRADES 3-6 - 100% 1:1 with each student assigned an individual Chromebook Student assigned Chromebooks are designated for in-school use but MAY go home at the teacher's discretion or as needed. COMPLETE
- GRADES 7-12 - 50% 1:1 with each student assigned an individual Chromebook. HALF COMPLETE. With approval of ARP, ESSR2 and other funding we anticipate 100% completion (assuming shipping/manufacturing delays are no longer present) in the 2022-2023 school year.

**6b. When will the District become fully 1:1?**

School year 2022-2023

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

The district administration, faculty, and staff have undergone hundreds of hours of training and professional development since the 1:1 implementation, new smartboard implementation, and multiple new programs (including core curriculum programs, Google Classroom, and supplemental programs). In addition, our Special Education Department and ELL department has also added several programs and (core and supplemental) which require additional teacher training.

The technology professional development plan aligns with the district's overall goals to improve learning and instruction by ensuring educators and leaders access high-quality professional development. The district distributes Survey Monkey to all administrators and educators at the beginning of each year to assess professional development needs. At the beginning of each month, the district coaches send out a professional development calendar to all educators and administrators with the scope and purpose of the professional development. The coaches meet with educators individually or during grade-level meetings two times per week and push into classrooms throughout the day. The administrators meet twice a month to collectively collaborate on professional development needs for each building. These meetings include principals, assistant principals, directors, and the Assistant Superintendent for Curriculum and Instruction. We participate in BOCES model schools that provide professional development that sparks individual interests. Our professional development team meets at the end of each school year to review, assess, and evaluate our current plan. The team consists of stakeholders: administrators, teachers, teaching assistants, students, and parents. A district framework is used to evaluate and examine professional development implementation, participant feedback and satisfaction, and the impact of professional development on participants and students. The framework tracks the inputs, activities, expected outcomes, and timeline. Surveys, and feedback, align with intended outcomes.

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](mailto:edtech@nysed.gov).

**2022-2025 Instructional Technology Plan - 2021**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:**

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

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

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

Significantly

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IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

The district will utilize technology to create equity in schools by removing barriers to learning materials and resources that support students' varied learning contexts and needs to create a welcoming learning environment. We have a wireless network and provide our Pre-K-2 students with shared I-Pads. Our 3-6 students have one-to-one access using Chromebooks—the final phase of Chromebooks distribution for our 7th and 12th-grade students in the Spring of 2022. The goal is to continue providing students access to digital learning materials and resources outside of the school day using technology to ensure the core and supplemental programs, resources, and materials can be obtained digitally. The district will continue to provide instructional tutorials for students, teachers, and parents, using the district website to access all district curricula and instructional programs.

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

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

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

- |  |  |
|--|--|
| <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.

The district technology team will meet at the end of the 2022 school year to evaluate the deployment of the devices and plan for the 2022-23 school year. Using Survey Monkey, the district will send out a digital equity survey two times a year, in January and June to collect accurate data to ensure all students have equitable access to technology.

The district provides all students access to a wireless network to ensure equitable digital access. Our goal for next 2022-23 is to increase iPads by 50 percent so that all Pre-K-2 students will have their own devices. Our 3-6 students have one-to-one access using Chromebooks in school and at home. In collaboration with the principals, the technology director compiles a list of students who received a device and forecasts future needs for students who did not receive one.

In tandem with district directors and administrators, the Assistant Superintendent for Curriculum and Instruction will continue to review monthly usage reports to ensure students and teachers use district digital platforms and assessments to monitor participation and learning. The district data team meets monthly with all stakeholders (i.e., Assistant Superintendent for Curriculum and Instruction, district administrators, directors, principals) to review student performance and progress to monitor the effectiveness of the digital resources. The district is in the final phase of Chromebooks distribution for grades 7th through 12th students. The district administrator for technology monitors distribution daily.

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	Collaboration	Work with district Administrative, Curriculum and AIS Committees along with Principals & Directors to best plan the specific hardware and programming	Assistant Superintendent	Director of Technology	08/30/2022	0
Action Step 2	Purchasing	Work with the Director of Technology to purchase the hardware and programs as per the district committees	Business Official	Director of Technology	08/30/2022	5,000,000
Action Step 3	Implementation	The district technology team to plan and implement deployment and configuration	Director of Technology	Technician Team	11/30/2022	0
Action Step 4	Evaluation	Work with district Administrative, Curriculum and AIS Committees along with Principals & Directors to best plan the specific hardware and programming	Assistant Superintendent	Director of Technology	06/30/2023	0

7. This question is optional.

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

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

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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 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:

The New York State Education Department’s goal that best aligns with the district goal is to provide sustained, rigorous, comprehensive programs using technology. The district’s goal is to use technology to support and enhance Culturally Responsive learning environments where students access high-quality, engaging lessons that offer opportunities to think, share each other’s ideas, and critically think to problem solve. We will continue to vet programs that are research-based and provide students an opportunity to explore, be creative, access literature of interest, communicate with teachers and peers, and use tutorials to gain new knowledge or clarify misconceptions. To promote culturally responsive learning using technology, students in grades K-12 have access to adaptive digital curricula that are inclusive for students with disabilities, English language learners, multi-language learners, and newcomers. Students can work independently on software, following their individual pathways at their level and pace. Digital instruction helps students meet rigorous standards using research-based digital curricula. Students can use technology at home to access curricula. The digital platforms come in English and Spanish plus 60 languages.

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

Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved 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

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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.**

The district will pull an attendance summary for parent participation. The district will evaluate and assess using district technology to run school and district data reports. The district data team will review and set goals for the 2022-23 school year.

The district teachers, academic coaches, English language arts director, and the Bilingual, ENL, and World Languages Administrator monitors teacher and digital resources and curricula by printing data reports from the digital platforms. Collectively, we measure student learning by using data to provide students with the appropriate level of instruction, identify students who need additional assistance and enrichment, analyze data to set learning goals, and determine whether the instruction and interventions provided are effective. The digital reports are analyzed three times a year, and data is collected every eight weeks to monitor growth and progress. Students at levels one and two are progress monitored using the digital assessments. Each principal downloads the reports and works with the academic coach to plan future professional development. The academic coaches meet with each grade level (K-6) during professional development to analyze data to see where students' instructional levels are while tracking growth, performance, and mastery levels. Our goal for the end of the 2023 school year is for students to gain 5 percent growth. The goal is attainable and will close the gap for students that have lost the priority skills due to the pandemic.

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	Collaboration	Work with district Administrative, Curriculum and AIS Committees along with Principals & Directors to best plan the specific hardware and programming	Assistant Superintendent	Director of Technology	08/30/2022	0
Action Step 2	Budgeting	Work with the Director of Technology to purchase the hardware and programs as per the district committees	Business Official	Director of Technology	05/01/2023	3,500,000
Action Step 3	Implementation	The district technology team to plan and implement deployment and configuration	Director of Technology	Technician Team	11/30/2023	0
Action Step 4	Evaluation	Work with district Administrative, Curriculum and AIS Committees along with Principals & Directors	Assistant Superintendent	Director of Technology	06/30/2024	0

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		to best plan the specific hardware and programming				

7. This question is optional.

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

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

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IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

The New York State Education Department’s goal that best aligns with the district goal is to provide sustained, rigorous, comprehensive Professional Development to ensure educators and leaders are proficient in integrating learning technologies.  
 The target population includes district administrators, directors, teachers, and academic coaches. The district will continue to provide professional development for our K-12 educators and administrators at the start of each school year during Superintendent’s Conference Day, which includes learning how to log onto varied platforms, assign products, and navigate digital resources and materials. Professional development is also offered twice a week for all educators during their professional period that supports instructional practices. The academic coaches will continue to meet with educators during grade-level meetings four times a month to provide rigorous, comprehensive professional development, including learning how to use technology to keep them abreast of new digital curricula, access data reports, and analyze data to drive instruction.

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

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

The district technology director sends out an electronic survey to all educators and administrators at the beginning of each school year (Survey Monkey, Google Forms) to evaluate the effectiveness of Professional Development to ensure the instructional technology vision is obtain. The administrators meet twice a month to collectively collaborate on professional development needs for each building. These meetings include principals, assistant principals, directors, and the Assistant Superintendent for Curriculum and Instruction. A district framework is used to evaluate and examine data. Specifically, the quality of professional development implementation, participant feedback and satisfaction, and impact on professional development on participants and/or students. The framework includes tracking the inputs, activities, expected outcomes, and timeline. Surveys, and feedback, align with intended outcomes.

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.

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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
Action Step 1	Collaboration	Work with district Administrative, Curriculum and AIS Committees along with Principals & Directors to best plan the specific hardware and programming	Assistant Superintendent	Director of Technology	06/30/2023	0
Action Step 2	Budgeting	Work with the Director of Technology to purchase the hardware and programs as per the district committees	Business Official	Director of Technology	05/01/2024	300,000
Action Step 3	Implementation	The district technology team to plan and implement deployment and configuration	Director of Technology	Technician Team	11/30/2024	0
Action Step 4	Evaluation	Work with district Administrative, Curriculum and AIS Committees along with Principals & Directors to best plan the specific hardware and programming	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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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
	Response)		Response)		Response)	
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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

No

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**

## 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.**

Google Classroom was implemented last year for teachers to collaborate with students using 21st-century skills to strengthen teaching and learning. We have a wireless network and provide our Pre-K-2 students with shared I-Pads and our 3-12 students with one-to-one Chromebooks currently projected to be fully implemented during the 2021-22 school year. Our instructional technology offers different opportunities to create engaging and effective learning experiences through gamification, web-based, and various platform using our student information system.

- The district's approach is to integrate technology with the curriculum to increase student engagement and performance, plan lessons efficiently, and personalize instruction to meet all students' needs. The Smartboard enables teachers to engage students interactively in lessons and to convey information to help students conceptually grasp the concepts being taught. The district uses technology to promote equity in schools by removing barriers to educational materials and accommodating students' diverse learning styles and needs, thereby creating a welcoming learning environment.
- Teachers utilize technology in a variety of ways to facilitate their instructional practices, which include audio, visual, and hands-on activities. Teachers can prepare more easily using the Smartboard and Elmo by uploading lesson plans and other instructional content. Teachers in the district customize assessments, collect data, analyze data to assess student performance, and plan instruction using technology. Through the use of Google Meet, Zoom, or webinars, teachers can reflect on and facilitate their practice by participating in online professional development offered by BOCES and other district-approved institutions. Technology integration is a critical component of teacher goals closely aligned to increasing student achievement while focusing on support for programs, subject areas, instruction, and assessment.
- Students demonstrate their understanding of skills and concepts through listening, reading, writing, and speaking during whole group, small group, and individual instruction using laptops, Chromebooks, iPads, and the Smartboard. Online assessments, project-based learning, research, and writing all require the use of technology.
- Technology is used to make meaningful connections with administrators, directors, teachers, students, parents, and the community using virtual platforms. The district uses multiple pathways to participate in learning by utilizing various platforms that include media, instructional programs, digital tools, and data platforms. The district provides instructional tutorials for students, teachers, and parents, using the district website to access all district curricula and instructional programs.

**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.**

With the district in a FULL 1:1 Initiative every student will have access to an individually assigned device on a 5GB internet access pipe which will meet the "everywhere, all the time" motto. By the start of the 2022-2023 school year we will have purchase in excess of 100% of students a device for every student. We are purchasing in excess to account for new enrollments and temporary replacements for repairs. By the start of the 2022-2023 school year there will be a device available and assigned to every student allowing access "everywhere, all the time".

**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 use of technology with our special education students helps break the barriers and provide students with special needs access education. Technology integration provides enhanced learning pathways to accessing the standard based curriculum for our diverse learners. Assistive technology enables students with disabilities to compensate for certain impairments. Specialized technology promotes independence and decreases the need for other support. Rehabilitative and assistive technology enables individuals to: Care for themselves and fosters independence. The integration and utilization of technology into daily instruction allow students to approach lessons differently. Through the implementation of technology instructors are able to cater to a variety of learning styles and abilities. Students who struggle in the traditional classroom may find their education to be more productive and accessible with the aid of technology.

Many of the students who require the implementation of assistive/instructional technology have it outlined on their Individual Education Programs (IEP) in the areas of: Present Levels of Performance, Annual Goals, Supplementary Aids and Services and Assistive Technology. Data is collected on a regular basis regarding student performance and progress. The data collected, analyzed, and informed instructional decisions are made continually. The data is reported out on a quarterly/trimesters basis and adjusted at a minimum annually at students IEP annual review meetings. The district staff uses the data collected to make informed instructional decisions on a regular basis, always keeping the interest of the students at the forefront. The District is able to monitor and evaluate the specific goals through regular progress monitoring.

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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 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.**

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

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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.**

- |   |  |   |
|---|--|---|
| <input checked="" type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website.   | <input type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district.  | <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 checked="" 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"/> Replace devices that are damaged or stolen/as needed.  | <input checked="" type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./  |
| <input type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment.  | <input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.   | <input type="checkbox"/> Provide online mentoring programs.   |
| <input checked="" 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 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 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"/> 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"/> 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 type="checkbox"/> Offer a technology/support hotline during flexible hours.  |
| <input checked="" 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"/> Class lesson plans, materials, and assignment instructions are available to students and families for   | <input type="checkbox"/> Make sure technology/support is offered in multiple languages.   |
| <input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.   | <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 type="checkbox"/> Other (Please identify in Question 9a, below)  |
| <input type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.  | <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.   |   |

**2022-2025 Instructional Technology Plan - 2021**V. 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](mailto:edtech@nysed.gov).

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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	2.00
Instructional Support	8.00
Technical Support	12.00
<b>Totals:</b>	<b>22.00</b>

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	Chromebooks/iPads	750,000	Annual	<input 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 checked="" type="checkbox"/> Smart Schools Bond Act <input checked="" type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	ARP/ESSR2
2	Peripheral Devices	SmartBoard Overhaul	4,500,000	One-time	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	ARP/ESSR2

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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"/> 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 checked="" type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Instructional and Administrative Software	Software	1,500,000	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 checked="" 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	Peripheral Devices	Printers	150,000	Annual	<input 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	
<b>Totals:</b>			<b>6,900,000</b>			

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

Yes

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

[https://www.centralislip.k12.ny.us/departments/technology/technology\\_plan](https://www.centralislip.k12.ny.us/departments/technology/technology_plan)

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 checked="" type="checkbox"/> 1:1 Device Program                                | <input checked="" type="checkbox"/> Engaging School Community through Technology | <input checked="" type="checkbox"/> Policy, Planning, and Leadership                           |
| <input checked="" type="checkbox"/> Active Learning Spaces/Makerspaces                | <input checked="" type="checkbox"/> English Language Learner                     | <input checked="" type="checkbox"/> Professional Development / Professional Learning           |
| <input checked="" type="checkbox"/> Blended and/or Flipped Classrooms                 | <input checked="" type="checkbox"/> Instruction and Learning with Technology     | <input checked="" type="checkbox"/> Special Education Instruction and Learning with Technology |
| <input checked="" type="checkbox"/> Culturally Responsive Instruction with Technology | <input checked="" type="checkbox"/> Infrastructure                               | <input checked="" type="checkbox"/> Technology Support   |
| <input checked="" type="checkbox"/> Data Privacy and Security                         | <input checked="" type="checkbox"/> OER and Digital Content                      | <input type="checkbox"/> Other Topic A   |
| <input checked="" type="checkbox"/> Digital Equity Initiatives                        | <input checked="" type="checkbox"/> Online Learning                              | <input type="checkbox"/> Other Topic B   |
| <input checked="" 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	Philip Voigt	Director of Instructional Technology	pvoigt@centralislip.k12.ny.us	<input checked="" 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 checked="" 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 checked="" type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning <input checked="" type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input checked="" 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	Leila Holmes	Assistant Superintendent for Curriculum	lholmes@centralislip.k12.ny.us	<input type="checkbox"/> 1:1 Device Program <input checked="" type="checkbox"/> Active Learning Spaces/Makers paces <input checked="" type="checkbox"/> Blended and/or Flipped Classrooms <input checked="" type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input checked="" type="checkbox"/> Digital Equity Initiatives <input checked="" type="checkbox"/> Digital Fluency Standards <input checked="" type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input checked="" type="checkbox"/> Instruction and



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	Name of Contact Person	Title	Email Address	Innovative Programs
				<ul style="list-style-type: none"> <li>Learning with Technology</li> <li><input type="checkbox"/> Infrastructure</li> <li><input type="checkbox"/> OER and Digital Content</li> <li><input checked="" type="checkbox"/> Online Learning</li> <li><input checked="" type="checkbox"/> Personalized Learning</li> <li><input type="checkbox"/> Policy, Planning, and Leadership</li> <li><input checked="" type="checkbox"/> Professional Development / Professional Learning</li> <li><input type="checkbox"/> Special Education</li> <li>Instruction and Learning with Technology</li> <li><input type="checkbox"/> Technology Support</li> <li><input type="checkbox"/> Other Topic A</li> <li><input type="checkbox"/> Other Topic B</li> <li><input type="checkbox"/> Other Topic C</li> </ul>
Please complete all columns	Mariana Gil	Director of ELL	mgil@centralislip.k12.ny.us	<ul style="list-style-type: none"> <li><input type="checkbox"/> 1:1 Device Program</li> <li><input type="checkbox"/> Active Learning Spaces/Makers paces</li> <li><input type="checkbox"/> Blended and/or Flipped Classrooms</li> <li><input type="checkbox"/> Culturally Responsive Instruction with Technology</li> <li><input type="checkbox"/> Data Privacy and Security</li> <li><input type="checkbox"/> Digital Equity Initiatives</li> <li><input type="checkbox"/> Digital Fluency Standards</li> <li><input type="checkbox"/> Engaging School Community through Technology</li> <li><input checked="" type="checkbox"/> English Language Learner</li> <li><input type="checkbox"/> Instruction and</li> </ul>

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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	Angela Austin	Assistant Superintendent of Special Education	aaustin@centralislip.k12.ny.us	<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 checked="" 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

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](mailto:edtech@nysed.gov).