2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 02/15/2022

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

   Daniel Friedman

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.

2022-2025 Instructional Technology Plan - 2021

II. Strategic Technology Planning

Page Last Modified: 06/10/2022

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

   The Board of Education and the entire Hicksville Public School community remain committed to providing a quality educational program for all students in a safe, secure and nurturing environment that will assist them, each in their own way, in becoming caring, contributing and responsible citizens. It is our intention to provide a broad range of tailored learning pathways to prepare every student regardless of individual challenges with 21st century College and career opportunities ensuring all students graduate empowered with the academic, social and emotional competencies required in navigating today's ever-changing world.

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

   The Hicksville Public Schools sets instructional goals, identifies and evaluates appropriate technologies to enhance and support standards-based curriculum and broadens instructional practices that lead to higher levels of student achievement. Through the use of technology, the district provides for learner-centered environments to meet the diverse needs of our students and faculty. The district utilizes technological resources to stimulate, nurture, and develop the unique potential and character of each student and teacher. Online safety and security is paramount in our decision making process. Our vision is for students and staff to have broad access to safe and secure technology tools and to develop the skills to effectively use them in their daily learning routines.

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 Hicksville Public Schools has instructional technology committees at both the elementary and secondary level. Each committee is comprised of teachers, teaching assistants and administrators. The committees meets a minimum of seven times per school year (September, October, November, December, February, March, May) with additional meetings as required. Further, technology topics are a part of the following Board of Education committees: Curriculum, Facilities & Bond, and Safety & Security. The technology committee reviews the plan and goals. Additional input for this plan came from the Special Education and ENL departments.

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

   The goals of the previous technology plan were dramatically accelerated during the pandemic. The need to develop skills and resources for teachers to work in remote and hybrid environments, forced the district to focus all professional development on the resources and platforms that would make that type of teaching possible. With that rapid acceleration of professional learning, our instructional staff have quickly gone beyond the, "how to" phase of technology adoption. This plan will set goals to continue that professional development with a focus on finding balance in the technology rich classroom. A second goal of the previous technology plan was to build and maintain a high speed, secure data network. This goal was achieved which allowed the district to increase our internet capacity from 700MB to 2GB. This increase in bandwidth was essential for the requirements of remote learning. Traffic analysis of our network showed that, on average, 67% of our network traffic was dedicated to virtual meeting spaces (Google Meets and Zoom). With our primary infrastructure on solid footing, this plan will focus on adding redundancy to essential systems as well as moving critical network architecture into cloud based solutions. Finally, our third goal was focused on increasing access to classroom technology including chromebooks, interactive whiteboards, as well as digital and document cameras. This goal was also dramatically accelerated by remote and hybrid learning. This plan will seek to build upon those investments as well as plan for a regular cycle of replacement.

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

   Prior to the pandemic, the Hicksville Public Schools had made dedicated plans and efforts to offer mobile computing devices to all students. At the onset of the pandemic, all 6-12 grade students had been issued a Chromebook as part of our one to one initiatives. This program had already been in place for 5 academic years. With the rush to support remote learning, the district was able to procure enough devices to meet the needs of all students enrolled in our schools. Students in grades K-2 were issued iPads and students in grades 3-5 were issued Chromebooks. This dramatically accelerated our technology planning and professional development. At the beginning of the quarantine, the District delivered approximately 885 Chromebooks and iPads to students at home. The district collected requests from families who were in need of devices, coordinated with our bus company to plan routes and had employees hand deliver mobile devices. During our technology committee meetings, the overuse of technology in learning became a common theme. Discussions focused on what subjects and grade levels would benefit most from the use of technology. However, the desire to return to a balance of learning activities was paramount. The goals of this plan reflect our experiences throughout remote and hybrid learning. Although there were many accomplishments that the committee was proud of, there was a firm belief that the pendulum may have swung too far. Our goals for the coming years are to focus on a balance of the use of technology in instruction.

2022-2025 Instructional Technology Plan - 2021

II. Strategic Technology Planning

Page Last Modified: 06/10/2022

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

   Yes

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

   Determining teacher capacity is derived from a combination of anecdotal feedback from administrators, evaluation of usage reports of instructional systems as well as direct teacher input. The Office of Curriculum and Instructions conducts a yearly professional development survey. That data is used to inform decisions. Further, the Districts technology committees discuss and plan for the communication of new initiatives at least one year in advance. Prior to the pandemic and subsequent remote learning experiences, the range of technology skills varied widely by both grade level and subject. With over one and a half years of intensive training and usage, the districts instructional staff have reached an effective level of fluency in instructional technology systems. It is safe to say that teacher capacity is at an all time high. Working with the Nassau BOCES Model Schools program, trainers were previously available for approximately 30 school days per school year. Over the course of the previous plan, the district has increased the number of available days to 150. This nearly full time support has allowed the district the flexibility to train teachers in a variety of scenarios. Our Model Schools support runs small group instruction, one to one training opportunities, runs after school workshops as well as hosting sessions for new teacher orientation and Superintendent's Conference Days. Frequently, teachers who excel at the incorporation of a particular technology will host professional development sessions for their colleagues. This successful model of turn-key training creates a more collegial environment as well as a greater rate of adoption by other teachers. With the Model Schools program delivering training to instructional staff, the Director of Technology regularly offers training to non-instructional employees. Computer Lab Teaching Assistants are trained on classroom technologies as well as advanced topics including mobile device management and repair. Finally, clerical staff are trained in Microsoft Office, Google Apps as well as PowerSchool. As a matter of best practices, all instructional and non-instructional staff receive training in cyber security and safety. This is and will continue to be an ongoing priority for all employees.

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: 02/15/2022

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:**

   Significantly

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

   Significantly

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

   Fully

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 06/10/2022

1. **Enter Goal 1 below:**

   Provide high quality technology-centered professional learning opportunities to all staff members with an emphasis on training and support for new and emerging technologies. This training will focus on the efficient and effective use of instructional technology with a focus on reducing screen time for students.

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

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

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

☑ All students	☐ Economically disadvantaged students
☐ Early Learning (Pre-K -3)	☐ Students between the ages of 18-21
☐ Elementary/intermediate	☐ Students who are targeted for dropout prevention or 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.**

   As discussed earlier in this document, it is our desire to focus on finding a balance between using technology and delivering instruction using more traditional methods. We will use a number of data sources to analyze our progress towards achieving this goal. First and foremost, we will use data collected from MyLearningPlan, the district's professional development software management system. MyLearningPlan will allow us to track the total number of technology workshops provided, attendance at those workshops and post-event surveys. This rich source of data allows us to track long term enrollment and assessment of our program while also giving us access to details about specific sessions. An increase in enrollment in tech sessions, an increase in the overall number of tech sessions provided, and an increase in teacher evaluations of these sessions will be our primary method of assessment. Evidence of this goal being accomplished will include, a reduction in usage according to the Google Apps dashboard, anecdotal reports from teachers and principals as well as evidence gathered during formal and informal observations.

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: 06/10/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Budgeting	In preparing the 3 subsequent technology budgets for the life of this plan, an allocation of funds will be made to ensure sufficient contact time with professional developers can be provided to all instructional staff and support staff.	Director of Technology	Assistant Superintendents	06/30/2023	200,000
Action Step 2	Planning	Working with Nassau BOCES, the district will plan for and schedule specific calendar dates for on-site training. Additional planning will focus on areas of growth including the most efficient and effective strategies for using technology in the classroom.	Director of Technology	N/A	08/15/2022	0
Action Step 3	Collaboration	Work with the Office of Curriculum and Instruction to integrate the selected tech-focused PD into our professional development catalog, select dates, and determine support needs.	Director of Technology	Curriculum Administrators	08/30/2022	0
Action Step 4	Collaboration	Meetings of the elementary and secondary technology committees will include time at each meeting to plan for training topics and evaluate training sessions which may have taken place.	Director of Technology	Technology Committee Members	06/30/2022	0

Page Last Modified: 06/10/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		Using online survey tools, the committee will gather feedback from teachers.				

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Evaluation	Assuming success, the first four action steps should continue each year. A long-term goal of this plan will be to continue to budget to train teachers and support instructional technology integration.	Director of Technology	Assistant Superintendents, Technology Committee Members Curriculum Administrators,	06/30/2025	0
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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

Page Last Modified: 03/03/2022

1. **Enter Goal 2 below:**

    The Hicksville Public Schools will develop a redundant network infrastructure to facilitate learning activities while keeping students, faculty and staff as well as all personally identifible information, safe and secure.

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

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

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

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

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

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

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

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

    Our second goal seeks to build upon the second goal from the district's previous technology plan. This is an initiative that can be measured with relative ease, as there are metrics and services available to us that can assist in assessing our network security. By focusing on the NIST standards, best practices in disaster recovery and emerging technologies, the Hicksville Schools will continue to advance our on premises defensive posture and develop redundant, cloud hosted systems. Advancing the prior work associated with this goal has become particularly important given the number of cybersecurity incidents experienced by school systems in recent years. The district has already taken significant steps to enhance our users' privacy and security. Using funding available through the federal E-Rate program, the district upgraded it's firewall to a fully redundant system with the Cisco Firepower architecture. Further, using local funding we have upgraded our antivirus and malware detection to the Crowdstrike Falcon systems. We are also currently working on multi-factor authentication for our systems. Finally, all employees are provided with cybersecurity training and phishing tests using the KnowBe4 suite of services. It is our intention, over the course of this plan, to engage the services of outside consultants to perform an NIST gap analysis and penetration testing. Using this data, the consultants will prepare for the district a report for a plan of action. Finally, instructional and administrative staff will be queried to determine how they feel about the district's approach to data and network security. These responses will be presented to and discussed by the district's technology committees. The primary method to measure our success will be known if the district does not have a serious cyber-security incident during the term of this Instructional Technology Plan. Additionally, the results of our scans, internal and external audits, and network monitoring will indicate how successful we have been in safeguarding our network and personally identifiable information.

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

Page Last Modified: 03/03/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	The district will engage the services of outside consultants to perform a full NIST gap analysis, review disaster recovery plans and make recommendations for modifications and upgrades where appropriate.	Director of Technology	Systems Administrator	06/30/2023	25,000
Action Step 2	Budgeting	The district will create a rolling five-year plan for network security infrastructure development and maintenance. This will include as specific a timeline as possible for the replacement of firewalls, anti-virus and malware detection. Further considerations will be given to network hardware that requires replacement to potential security vulnerabilities.	Director of Technology	Assistant Superintendent for Business	06/30/2025	5,000,000
Action Step 3	Infrastructure	The district will work with its IT contractors to ensure all software updates, patches and upgrades are completed in a timely fashion. The figure represented in anticipated cost is based upon a percentage of IT tickets in relation to the total IT labor and software expenses.	Director of Technology	Systems Administrator	06/30/2025	225,000
Action Step 4	Professional Development	The district will continue to train all employees in the area	Director of Technology	Assistant Superintendent for Instruction	06/30/2025	60,000

Page Last Modified: 03/03/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		of cybersecurity. This training will be provided for all new employees and reinforced, for all employees, at least once per academic year.				

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)

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. **Enter Goal 3 below:**

Teachers and students will have continued access to technological resources such as mobile computing devices, Interactive White Boards (classroom interactivity), document cameras, and digital cameras. This is essential in order to provide all students with access to high-quality digital resources.

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

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

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

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

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

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

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

The third goal from our previous technology plan focused on providing initial access to mobile computing, interactive whiteboards as well as digital and document cameras. The learning environment of the pandemic dramatically accelerated the need for accessibility. While access for all students and faculty is now accomplished, the district seeks to push forward and find a balance of where technology fits best in the learning process. The students and faculty of the Hicksville Schools use a wide variety of online resources in their daily learning. These systems such as Google Apps, SeeSaw, Learning A-Z all provide administrative level reports to determine use and application. These data will be shared and discussed at technology committee meetings, curriculum committee meetings, meetings with district administrators and where appropriate, presented to the Board of Education. Using this information, professional development can be adjusted, effective systems can be further encouraged and less effective systems can be eliminated. Goal 1 and goal 3 are intertwined in that we invest our time and resources into both the technology and the relevant training. The key to success in this goal is the understanding that all technology has a useful life and the district needs to further adopt and maintain a regular cycle of replacements. Evidence of success can be found in budgeting, working with BOCES partners on procurement as well as the data provided in the systems discussed above.

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.**

Page Last Modified: 06/10/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Research	Hardware and resources will be researched and that research will be shared with the Technology Committee as well as the curriculum committee. Frequently, these resources are brought forth by department supervision and other curriculum administrators.	Director of Technology	N/A	06/30/2023	0
Action Step 2	Budgeting	Partnering with Nassau BOCES, the Hicksville Public Schools has gradually added additional layered lease/purchases which serve to regularly refresh instructional technology equipment. With this approach, the district can replenish equipment without significant spikes in budget codes.	Director of Technology	Assistant Superintendent for Business	06/30/2025	2,718,500
Action Step 3	Professional Development	As technologies change and evolve, faculty and staff will be trained to maximize usage and therefore the investment. The anticipated cost represents three years of this work.	Director of Technology	Assistant Superintendent for Instruction	06/30/2025	600,000
Action Step 4	Evaluation	The Technology Committee meets regularly to discuss teachers' experiences with these instructional	Director of Technology	N/A	06/30/2024	0

Page Last Modified: 06/10/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		technologies. Further, the BOCES Model Schools staff provide tremendous insight in their work with faculty and staff. Additionally, the Director will consult with stakeholder groups to share data and research which was collected during the term of this plan.				

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)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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

No

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

V. NYSED Initiatives Alignment

Page Last Modified: 06/10/2022

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 Hicksville Public Schools' focus is to utilize a variety of instructional technology that supports learning. This objective drives our students, families, teachers, and administrators to embrace a plan that prepares our students to be college and career ready. The Hicksville Public Schools takes action steps in order to ensure that instructional technology serves as an integral part of supporting rigorous academic standards attainment and performance improvement for all students in our district. K-12 Teachers make regular use of the vast repertoire of technological tools, applications and software available to them to integrate meaningfully into instruction. Professional development will continue to play a key role in our comprehensive plan. We will provide professional development for further familiarizing teachers with varying technological tools/applications/software and their capabilities via the Nassau BOCES Model School program. The goal of the technology plan is to create a safe, efficient, studentcentered, technology-enhanced learning environment in which students, staff and community are able to use technology effectively with confidence and competence. Our primary goal remains the seamless integration of technology into teaching and learning. Additionally, there will be ongoing opportunities for teachers to develop lessons and curriculum that best support student acquisition and mastery of the recently adopted New York State Next Generation Standards in English Language Arts, Math and Science, as well as the New York State Standards in all other content areas.

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.**

At the onset of the COVID-19 pandemic, the district had already made significant strides to be fully one to one and to build out the infrastructure to support those devices. The instructional demands of the pandemic rapidly accelerated those plans and fundamentally reshaped our district in many ways. To facilitate learning "everywhere, all the time," Chromebooks and iPads were delivered to students' front doors via bus routes and local wifi was provided to all families in need (approximately 41). This ensured all students K-2 had an iPad and all students 3-12 had a Chromebook to use for instruction. Our infrastructure has never been stronger and more capable of supporting thousands of users.We moved our web filter into the cloud, to increase our throughput capacity, and tripled our connection to the commercial internet to 2GB. This ensured Google Meets and Zoom calls would not be interrupted by service degradation. Peak usage had Google Meet using 67% of our internet capacity. Further, we expanded our use of Google Classroom (3-12) as well as SeeSaw (K-2). To keeps students safe and on task, we also expanded our use of GoGuardian. Moving forward, it is our intention to deploy internet connections from multiple service providers and load balance them accordingly. This should eliminate the single point of failure from having one connection. In addition, as we replace critical pieces of infrastructure, we will be moving to cloud hosted servers and storage such as Microsoft's Azure.In addition to providing redundancy, these cloud hosted services will allow us to improve our disaster recovery posture.

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 district incorporates technology to differentiate instruction for students who learn in multiple modalities. The use of technology is a source of empowerment for students, as it creates a collaborative space for students to engage in academic activities with the teacher and with each other. Tasks can be differentiated to reach a wide spectrum of students in the classroom. Teachers can adjust the difficulty level of assignments, while providing all students with the required content. For students with difficulty with language processing, technology supports the incorporation of visual aids and text to speech to decode and comprehend grade level vocabulary and readings. Students with physical disabilities, such as blind, deaf or with limited mobility can access and engage in class activities and curriculum through group learning. Technology use also provides students with choice in how an assignment can be completed. Google classroom enables teachers to share guided notes with students and creates a platform where teachers can provide additional support to students who require further reteaching of material. Due to the various disabilities of students in the district, communication is a challenge for some of our students. By way of technology, students can share and collaborate on projects, providing access to group work and removing barriers to inclusiveness. Assistive technology is provided to students with disabilities in accordance with the recommendations from the Committee on Special Education. The technology department works with the special education department to ensure that students placed both in and out of the school district are provided with the technology required to meet their IEP goals. Assistive technology is available to help ensure that students with specific IEP goals related to assistive technology, have access to and are able to participate in the general curriculum.

V. NYSED Initiatives Alignment

Page Last Modified: 06/10/2022

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

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

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

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

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

☑ Assistive technology is utilized.

☑ Technology is used to increase options for students to demonstrate knowledge and skill.

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

☐ Other (please identify in Question 4a, below)

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

☑ Technology to support writers in the elementary classroom

☑ Using technology as a way for students with disabilities to demonstrate their knowledge and skills

☑ Technology to support writers in the secondary classroom

☑ Multiple ways of assessing student learning through technology

☐ Research, writing and technology in a digital world

☐ Electronic communication and collaboration

☐ Enhancing children's vocabulary development with technology

☐ Promotion of model digital citizenship and responsibility

☐ Reading strategies through technology for students with disabilities

☑ Integrating technology and curriculum across core content areas

☑ Choosing assistive technology for instructional purposes in the special education classroom

☐ Helping students with disabilities to connect with the world

☑ Using technology to differentiate instruction in the special education classroom

☐ Other (please identify in Question 5a, below)

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

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

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

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

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

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

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

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

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

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

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 06/10/2022

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

   Yes

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

   In the 5 languages most commonly spoken in the district

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

   (No Response)

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

☑ Technology to support writers in the elementary classroom

☑ Technology to support writers in the secondary classroom

☐ Research, writing and technology in a digital world

☑ Writing and technology workshop for teachers

☑ Enhancing children's vocabulary development with technology

☑ Writer's workshop in the Bilingual classroom

☑ Reading strategies for English Language Learners

☑ Moving from learning letters to learning to read

☑ The power of technology to support language acquisition

☑ Using technology to differentiate instruction in the language classroom

☑ Multiple ways of assessing student learning through technology

☑ Electronic communication and collaboration

☐ Promotion of model digital citizenship and responsibility

☑ Integrating technology and curriculum across core content areas

☐ Web authoring tools

☑ Helping students connect with the world

☑ The interactive whiteboard and language learning

☑ Use camera for documentation

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

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 06/10/2022

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: 06/10/2022

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	0.80
Technical Support	7.00
Totals:	**8.80**

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

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	Network and Infrastructure	N/A	2,000,000	One-time	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☑ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
2	End User Computing Devices	N/A	818,000	Both	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate	N/A

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	Internet Connectivity	N/A	88,000	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	N/A
4	Peripheral Devices	N/A	1,500,000	Both	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources	N/A

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:			**4,406,000**			

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

    Yes

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

https://www.hicksvillepublicschools.org/cms/One.aspx?portalId=136760&pageId=660940

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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 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	Daniel Friedman	Director of Technology	dfriedman@hicksvillepublicschools.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	(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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

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.