

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

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

Jack Renda

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

Director of Technology

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2022-2025 Instructional Technology Plan - 2021

II. Strategic Technology Planning

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

In the development of the district technology plan, the district utilizes various resources to continually review our district status and make recommendations and updates based on new needs that arise or new implementations taking place.

Regular monthly meetings with all district-wide administration, monthly department chairperson meetings and weekly director meetings to continuously identify needs and provide feedback for curricular technology integration and professional development. Weekly meetings with Technology Integration Specialists also provide regular input regarding specific building and classroom technology integration and teacher professional development needs to add to these considerations.

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II. Strategic Technology Planning

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

As the district worked to modify and accommodate various new requirements and the challenges of education since the previous plan, various goals from the 2018-2021 plan needed to be significantly changed. Likewise, meetings and data sharing moved from in-person to online collaborations, which brought both challenges and benefits throughout the process. Information from teachers, whether anecdotally, through meetings, or via survey requests also provided significantly more feedback to help the district evaluate various professional development needs and assisted in review of the goals.

The large amount of information being shared directly with teachers and administrators from parents and families, as well as the continued communication from the state also increased the amount of available information the district could use in planning.

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

As the district began the 2021-2022 school year, we had just secured the purchase of 7,500 units to provide to all secondary teachers and students, in coordination with the completion of the wireless network at the same schools.

Configurations, enrollment and protective case preparations, were completed over the summer as well as a Chromebook Handbook for students and sign offs for parents. Individually assigned, all devices were inventory scanned and coded to each individual student or teacher for asset management purposes. Warranty support and accidental breakage coverage through BOCES was also put in place to support all users.

An in-school Chromebook 1:1 was also put in place for grades 4 and 5, and all secondary school shared laptop carts were migrated to the elementary schools where they were added to elementary carts and are shared amongst all grade K-3 classes. This migration has provided a near 1:1 for our K-3 students.

Due to the age of the laptop devices, the district intends to work to replace these devices with Chromebooks to further build out the device fleet within the scope of this Technology Plan to provide 1:1 devices for all students in these grade levels as well.

Current investigations into available funding sources to accommodate these replacements is being conducted with the intent to immediately begin the refresh of devices, following the same planning and lessons learned from the secondary rollout. These efforts within the timeline of this technology plan, will provide an individualized device for every student in the Sachem Central School District. The use of the devices will maintain the take home option already realized at the secondary level and will phase into the intermediate grades as well. Take home options for our youngest students outside of remote necessities is still being reviewed for future potential.

Additional preparations will take place at the end of this Technology Plan, to develop a rotation necessary to replace aged out devices and smooth out annual fiscal needs.

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

School year 2023-2024

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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.**

District and building level professional development surveys are deployed annually to set district goals, with building level questionnaires or surveys also developed to help individualize and differentiate based on the needs of a specific building or department. These surveys work to develop district and building level plans for the upcoming year, with adjustments made as necessary for new needs or building, department or class specific needs. Development of the building specific identified needs is done in coordination with the building principal, staff interest and districtwide initiatives. It is primarily conducted instructionally by the building Teacher Integration Specialist and technologically by the building School Computer Aide.

Teachers are provided the opportunities to gain the skills necessary to effectively utilize technology in various modalities to deliver instruction in a way that will enhance student achievement. Staff development by this team is primarily workshop based, with a myriad of workshops offered. The workshops each year are centered around 3 main needs identified at each building. These workshops are often differentiated to encompass building, grade level and individual needs and can change throughout the year, based on assessed needs.

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III. Goal Attainment

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

1.
The district has met this goal:
Moderately

2.
The district has met this goal:
Moderately

3.
The district has met this goal:
Significantly

4.
The district has met this goal:
Significantly

5.
The district has met this goal:
Moderately

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IV. Action Plan - Goal 1

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1. **Enter Goal 1 below:**

The district endeavors to complete a districtwide 1:1 initiative, designed to provide tabletized Chromebooks to all students and faculty in the Sachem School District.

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 type="checkbox"/> All students | <input checked="" type="checkbox"/> Economically disadvantaged students |
| <input checked="" type="checkbox"/> Early Learning (Pre-K -3) | <input type="checkbox"/> Students between the ages of 18-21 |
| <input checked="" type="checkbox"/> Elementary/intermediate | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input type="checkbox"/> Middle School | <input checked="" 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 checked="" type="checkbox"/> Students with Disabilities | <input checked="" type="checkbox"/> Students in foster care |
| <input checked="" 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 checked="" type="checkbox"/> Vulnerable populations/vulnerable students |
| <input checked="" 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 1

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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.**

Through the use of additional needs assessments, Sachem will work to confirm student and faculty needs in specific grade levels, in order to procure and purchase devices to ensure equitable access to the technological resources and curricular materials for instruction and learning. Enrollment reports coupled with the district's Instructional Technology asset management system will be aligned to ensure that every student and faculty member in the district's enrollment or human resources systems is provided a device. Student ID numbers and faculty email addresses will be scanned and used to track each device. Board of Education personnel approvals as well as daily student information system reports will ensure that any new entrants or new hires are provided devices and that withdrawals are also tracked to retrieve devices. The district's intent is to immediately begin the purchase of devices for grades 3-5, with the expectation to complete the initiative in the 2022-2023 school year. The district plans to conduct additional parent workshops and regularly survey needs for students and parents to provide necessary support. Professional development for teachers with pre and exit surveys will be utilized to assess faculty growth, as well as the use of teacher evaluations related to technology integration. As the district works to assess tech literacy, the district expects to review benchmarks for student performance, and will also work to evaluate student technology use, both in their classrooms as well as on online testing for standard triennial benchmarking and intervention assessment tools as needed.

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

	Action Step	Action Step - Description	Responsible Stakeholder:		Anticipated date of completion	Anticipated Cost
Action Step 1	Research	Ensure the completion of household needs assessments for all students in grades 3-5	Director of Technology	Classroom teachers	08/30/2022	0
Action Step 2	Purchasing	District will generate BOCES modifications or Purchase Orders for devices and accessories	Director of Technology	School Business Official, Assistant Superintendent for Curriculum & Instruction	09/30/2022	1,800,000
Action Step 3	Implementation	District will prepare and image devices, including inventory management, configuration, protective software and accessories for distribution to schools.	Other (please identify in Column 5)	Network Administrator, Director of Technology	10/01/2022	0

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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:		Anticipated date of completion	Anticipated Cost
Action Step 4	Implementation	Building School Communication Aides will begin distribution of devices through inventory management, individualized/personalized tracking, and classroom device management carts and charging systems	Other (please identify in Column 5)	Director of Technology, School Communication Aides, Network Administrator	01/30/2023	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	Professional Development	Staff Development Teams will conduct various levels of Staff Development and both student and parent level supports for device usage and curricular use.	Other (please identify in Column 5)	Director of Technology, Staff Development Team, Classroom Teachers	06/30/2023	0
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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IV. Action Plan - Goal 2

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1. **Enter Goal 2 below:**

The district has been working to refresh its fleet of Interactive Whiteboards. The intent of this goal is to complete the work in this area for all classrooms to have updated devices and classroom computers.

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

2022-2025 Instructional Technology Plan - 2021

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
		be deployed in coordination with new and previous Smartboard installations				
Action Step 4	Implementation	Once configured, computer devices will be delivered to buildings and classrooms, for installation	Other (please identify in Column 5)	Director of Technology, Network Administrator, School Communication Aides, Network engineers	01/01/2023	0

7. This question is optional.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Evaluation	District will work to evaluate new classrooms changed or redesigned in the new school year, as well as rooms not completed in the first round.	Director of Technology	Vendor	09/30/2023	0
Action Step 6	Purchasing	Upon completing detailed vendor walkthroughs, the District will generate new Purchase Orders to purchase devices that encompass UPK classrooms, changed rooms or newly split sections.	Other (please identify in Column 5)	Instructional Technology Office	11/01/2023	\$120,000
Action Step 7	Implementation	Vendor will install devices into classrooms as can be	Other (please identify)	Vendor, Building and District Administration, School	01/31/2024	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
		scheduled around building needs	in Column 5)	Communication Aides		
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:

In support of Sachem's Professional Development Planning, the district will work across all disciplines and departments to building out a video library of both premade and district recorded content, to be used by both teachers and parents, within the Otis platform.

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 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 checked="" type="checkbox"/> Other (please identify in Question 3a, below) |

3a. If 'Other' was selected in Question 3 above, please identify target student population(s).

As a professional development opportunity for Faculty and Parents this can be considered a benefit to all students receiving instruction from the district.

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

- Teachers/Teacher Aides
- Administrators
- Parents/Guardians/Families/School Community

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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
		develop content for sharing in accordance with the variety of tools that are available for the generation and encoding of the video content. This includes: Athletics/Health, Personnel, Curriculum and Instruction, Instructional Technology, Library, Guidance, Instructional Support, ENL and Special Education.				
Action Step 4	Implementation	Every aforementioned district department will work to upload at least 2 videos and organize the associated resources and materials to accompany it, for use in the platform. They will identify content that is also appropriate for sharing with parents. Implementation will also include additional content that can be linked or tagged with the videos/screencasts. In addition, working with the district's BOCES Model Schools team, the district endeavors to have representation from all instructional areas: Art, SEL, English, LOTE, Music, Math, Science, Social Studies, and Speech. This representation will	Other (please identify in Column 5)	District Directors, Chairpersons, Teachers and BOCES Model Schools Teacher Integration Specialists	06/30/2024	0

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IV. Action Plan - Goal 3

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

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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
		process, initial information will be communicated early, with follow up continuing as content is added. The district expects voluntary summer use to increase and use during mandated Staff Development Days and will track usage to continue to encourage greater use. Last year's voluntary access or access based on relevance only showed a 50% access rate for Staff Development Day. The district will expect 100% of all teachers to access and view content specific to their professional development, with all new teachers accessing content for new teacher trainings and orientations.				
Action Step 6	Evaluation	The district will regularly and annually review the content provided through the platform, address needs to be added or edited, and take recommendations from various stakeholders for content inclusion. Every district main department and instructional area will have representation within the platform for	Assistant Superintendent	District Administration and Chairpersons	06/30/2025	0

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IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		both ongoing PD as well as new teacher resources to be utilized in introduction meetings and follow up sessions for new hires. A minimum of two video content items will be uploaded with additional resources, and each instructional area will also post a course guide video as well as one additional video for faculty PD				
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?**

Yes

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IV. Action Plan - Goal 4

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1. Enter Goal 4 below:

Sachem has endeavored to support online learning and online curriculum. With the intent to create anytime, anywhere learning, Sachem is working to shift curricular materials to completely online platforms.

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

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

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

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

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

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

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IV. Action Plan - Goal 4

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		Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
			teachers will work to evaluate instructional and curricular needs as identified and work to find online				

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IV. Action Plan - Goal 4

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

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

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

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

- Technology to support writers in the elementary classroom
- Technology to support writers in the secondary classroom
- Research, writing and technology in a digital world
- Enhancing children's vocabulary development with technology
- Reading strategies through technology for students with disabilities
- Choosing assistive technology for instructional purposes in the special education classroom
-

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V. NYSED Initiatives Alignment

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6.



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V. NYSED Initiatives Alignment

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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
-

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

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1. Staff Plan

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

	Full-time Equivalent (FTE)
District Technology Leadership	2.00
Instructional Support	4.00
Technical Support	26.00
Totals:	32.00

2. Investment Plan

Provide a three-year investment plan to support the vision and goals. All costs must be calculated for the entire three year-period, not annualized. For example, if a cost occurs annually, the estimated cost should include the annual cost times three.

Provide a three-year investment plan to support the vision in Section II and goals in Section IV.

A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question.

All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	End User Computing Devices	N/A	1,800,000	One-time	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column,	N/A

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VI. Administrative Management Plan

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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
					to the right) <input type="checkbox"/> N/A	
2	Peripheral Devices	N/A	2,100,000	One-time	<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 type="checkbox"/> .0 Td /F2 12 Tf (0esources Aid)Tj0 rg (Devices	

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VI. Administrative Management Plan

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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
					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	
4	Internet Connectivity	N/A	600,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
Totals:			8,220,000			

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

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VI. Administrative Management Plan

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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.sachem.edu/departments/instructional_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.

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VII. Sharing Innovative Educational Technology Programs

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1.

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Data Privacy and Security Digital Equity Initiatives Digital Fluency Standards Engaging School Community through Technology English Language Learner Instruction and Learning with Technology Infrastructure OER and Digital Content Online Learning Personalized Learning Policy, Planning, and Leadership Professional Development / Professional Learning Special Education Instruction and Learning with Technology Technology Support
				En481 480.2 18C Tm 0 0 0 rg2n5o

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Le5 0 se complete

