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?**

    Geraldine Doherty

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

    Director of Technology

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

Mission Statement

The Mattituck-Cutchogue Union Free School District is dedicated to providing a welcoming and safe environment where diversity, interdependence and self-discovery are valued. Educators, students, families and community members work together creating a dynamic, flexible, and engaging learning process to:

• Nurture individuals' passion for life and learning
• Foster collaboration, creativity, and critical thinking
• Encourage a range of perspectives
• Promote and practice personal integrity

As a result, students develop academic excellence, confidence, and resiliency to face future challenges in order to contribute to and inspire positive change in the local and global community.

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

Vision Statement for Technology The Mattituck-Cutchogue School District will be a place where teachers, administrators, support staff, students and community work together successfully to live, learn and succeed in a complex information-rich society that supports a culture of sustainable practices. Through the lens of technology………

• *What are the learning opportunities we can imagine for our students?*
• *How does the use of technology make these opportunities possible, efficient and personalized for all learners?*
• *How will we measure impact on student learning knowledge to understanding?*
• *How do we support innovation?*

Students will access information to broaden and deepen knowledge about subjects in ways unimagined by prior generations. As a result, all individuals will be able to use technology effectively, efficiently and appropriately to meet the demands of the learner.

• Prepare all students to meet the demands of a changing technological society
• Prepare all students for the challenges of both careers and citizenship
• Provide classroom access to integrated, technological, learning environments
• Empower the educational community by:
• Providing for comprehensive staff development and support
• Providing for equal access to technology and information exchange
• Providing for collaborative planning
• Establish school/family business partnerships
• Encourage problem solving, exploration, and creativity through the incorporation of student centered, technology enhanced, projects, activities and presentations.
• Enable all students to reach maximum individual potential by effectively communicating ideas in a collaborative environment.
• Implement comprehensive information systems that facilitate the gathering, processing, distribution, evaluation and application of information throughout the educational community at large. The expected outcome will be school improvement and increased accountability for student learning and utilization of educational resources in cooperation with developments in school reform and school effectiveness.

All students K-12 will be provided with a device. Teachers and staff who require a device to provide digital instruction will be provided with one. The district has provided MiFi hotspots for any students/family that did not have adequate internet access based on the results of a district-wide survey. Multiple times during the year, we will follow-up to ascertain if any new entrants require support. The district will ensure devices and Wi-Fi will be provided.

Teachers will use digital platforms that may be accessed via multiple types of electronic devices (i.e., cell phones, tablets, or computers). Access to various software is available via single sign-on on the district website via Classlink Portal. Some lessons may be recorded and posted to the website using technology. Additionally, teachers are well-versed in the use of technology to enhance instruction. Software has been purchased to support curriculum and diversify learning in all models of instruction. In a remote model, teachers will use various digital platforms. Chosen will be ones that students are already generally familiar with including, but not limited to: • Email • Google Classroom Suite • Short videos (not live) containing short mini lessons • ALEKS • Class Dojo • Seesaw • Edmentum • Buncee • Brainpop • Fast Math • IXL • GoNoodle • KidOYO • Learning.com • Learning A-Z • Reading Eggs • Brainpop • Kami • Discovery Ed, • NEWSELA

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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.**

Mattituck-Cutchogue has identified ....

Shared Vision of Learning

An educational leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

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Decisions on allocating resources to pursue this goal shared leadership

To support school district staff in developing skills in the application of technology and design learning environments that enhance and challenge students to use information technology in meeting high academic standards. This will include skills in effective use of the Internet, electronic communication, the use of varying technology tools.

Continue to support current technology initiatives and plan for future enhancements to support and augment current infrastructure.

Committee/Group	Stakeholders	Outcomes
Technology Advisory Committee	Includes but is not limited to: BOE members, Superintendent, Technology Director, Director of Special Education, Building Principals, Library Media Specialists, Teacher Representatives from various departments and grade levels, Business Official, Tech team Building level sub-group	Meet bi-monthly. Review and update of BOE Internet Acceptable Use, and Internet Safety policies. Continue plan for one:one replacement plan k-12 Survey staff and plan professional development opportunities in order for teachers to be confident and competent in the integration of technology. Explore opportunities for continued growth and ways to support innovation.
Instructional Leadership Committee	(ILT) This team consists of Superintendent, Technology Director, Building Principals, Special Education Director, Teacher Leadership Rep and Business Official	Meet monthly to discuss curriculum initiatives to improve teaching and learning, professional development planning, decision making and recommendations for financial planning. Monitor and track initiatives and make adjustments and recommendations as necessary.
BOE Curriculum and Technology Committee	2 BOE Members, Jr.Sr. Principal, Elementary Principal, Instructional Support Administrator, Director of PPS, Director of Technology and Data, and Superintendent	District administration meets monthly with BOE Curriculum and Technology Committee to discuss best practices and inform BOE of any highlights, initiatives and updates. To review and ensure policy alignment.
Stakeholder Technology Surveys	Faculty and Staff	Surveys to be conducted at the beginning, middle and end of each school year. Stakeholder surveys will provide feedback on areas of strength and weakness. These surveys will provide meaningful information on the degree that the plan is meeting the intended goals.

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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?**

The District's Instructional Technology plan builds upon the previous three-year plan in numerous ways. The district has achieved the goal of being a one:one school k-12. We are providing opportunities for synchronous and asynchronism learning utilizing a variety of resources. The district planned for these resources such as Interactive White Boards, streaming devices, document cameras and an abundance of software to support instruction across all academic areas. The district has a plan in place to refresh students devices via annual budget. Additional funds remain in SmartSchool Bond to purchase chromebooks in the upcoming years to keep our student devices up to date. The district was able to refresh our fiber infrastructure and provide all buildings with robust internet access that supports live streaming and one:one devices. In order to sustain/maintain the work from the previous plan and build upon additional upgrades and significant replacement of hardware and infrastructure such as servers, switches, SAN, WIFI networks will be necessary. To that end, this work will require a capital project which is now part of the districts five - year plan.

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

During the Covid Pandemic, the district was able to support one:one devices for all students, faculty and staff. We used a variety of resources and funding opportunities to purchase additional devices so that we could support synchronous and asynchronous learning. The district utilized a variety of resources to distribute devices to students - drop off/pick up time, deliveries to homes. A support helpdesk was set up in all building to provide online remote support for both students and families. Prior to COVID, WIFI locations in the community were identified for families who needed additional access. During COVID, MIFI hotspots were provided to any family that needed internet access at home.

Lead teachers with strong technology backgrounds provided support, instruction and expertise for faculty navigating in remote settings. Teachers were provided opportunities through ESBOCES Model schools for a variety of platform training and instruction resource training. Additionally, Parent Universities were streamed to assist parents in learning about new softwares and technologies that the students were using the pandemic.

The district recently completed a network upgrade prior to the COVID Pandemic which provided all classrooms with robust wifi capability.

The use of technology helped teachers transform their classrooms, enabling them to customize the curriculum to meet the needs of each student. It provided opportunities to differentiate homework and motivate students. The use of Chromebooks and GSuite allow students to collaborate and provide meaningful feedback.

Synchronous and asynchronous e-learning is a relatively new concept that schools have shifted toward over the past year. Utilizing both methods allows the learners to succeed.

The best part of learning with a teacher and your peers in real-time is learning and working together. Learning together gives learners the ability to engage with the content, the teacher, and each other in ways that asynchronous e-learning cannot match.

Virtual classrooms not only replicate the real classroom experience, but they can improve upon it by offering a suite of collaborative tools that encourage active learning. Tools like breakout rooms, encourage practice and discussion, digital whiteboards for interactivity, and screen sharing or teaching others, all work together to bring to life the classroom experience.

Software and online tools are available that allows for teachers to make accommodations for ELL and students with disabilities. The use of technology in special education helps break barriers and provides students with relevant educational programs. Assistive technology helps students with learning disabilities including computer and tablets that provide speech to text, and organizers so they can become more independent. English language learners in particular benefit from the reinforcement of vocabulary and concepts through pictures, graphics and video. They also benefit from being able to use technology to express themselves. Technology helps English language learners find a voice, easing the transition to a new language. Translation software is widely available for teachers to use with students and parents.

The use of technology for formative assessment and online monitoring fosters and enhances multiple modalities of learning and provides equitable access to instructional technology platforms.

As we navigated through through the COVID challenges, we utilized our TV Studio to engage and communicate with the public by live streaming our BOE meetings, Musicals, Plays, and various sporting events. We significantly increased our external/outside wifi so that we were able to expand our coverage to include broadcasting of outside events.

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

    Yes

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

The Mattituck-Cutchogue UFSD provides technology support and professional development in many ways. The use of digital connectivity and technology includes data analysis using our own data, and data from our local BOCES (BARS, Historical Data, etc). Furthermore, we support teacher innovation and implementation of ideas from our Library Media Specialists including collaborative platforms such as Google Classroom, Blended Learning, and online learning such as learning.com. We are in the process of using Chromebooks and iPads in our buildings to allow for greater connectivity and collaboration between students and staff.

Our vision is to ensure that any use of technology is considered in the context of what is new and better for our students beyond simple efficiency. Having a robust wireless environment will allow us to support the use of technology and the mission of the district to engage our students and educators in collaboration, creativity and critical thinking. We ensure instruction in both digital citizenship and how to use technology for collaboration for learning among our students and our teachers.

Professional development opportunities include:

• ESBOCES Model Schools Trainings
• Summer Tech Institutes
• In-District Service Courses
• (2) Instructional Technology/LMS staff to support and train teachers
• Access to online Conferences such as BOCES LITES, NYSCATE, ASSETNY, FETC
• Professional development bundles purchased along with new software for staff training

The district PD plan includes opportunities for faculty and staff to participate in many types of professional growth activities, ranging from in-person and virtual attendance at conferences, peer-coaching, literacy and math consultants, to formal college coursework. Opportunities for development of staff will be designed in line with the District's Professional Development plan and additional needs as necessary.

Professional Development Topics

• Instructional Technology
• Supporting English Language Learners
• Collecting Data
• Feedback Loops
• Learning Gap Analysis
• Re-focus and Prioritization of Standards
• SEL and Responsive Classroom Mentoring will be provided for all new teachers.

In addition to already existing topics of mentorship, support and guidance will continue in all teaching models the district employs. Online collaborative tools will be utilized to remain connected to new teachers to maintain a sense of communal support.

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

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

   Significantly

2. **Digital Use – The District's learners, teachers, and administrators are proficient in the use of technology for learning.**
   The district has met this goal:

   Fully

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

   Fully

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

   Significantly

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

   Fully

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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1. **Enter Goal 1 below:**

Increase equitable access to high-quality digital resources and standards based, technology -rich learning experiences. Provide students with personal computing devices so that they are able to take advantage of digital learning and personalized learning experiences through synchronous and asynchronous learning. Improve student academic achievment and digital literacy throughout the effective use of technology. As we continue to increase the integration of technology, we will also maintain a plan where new devices, Interactive White boards and streaming equipment will updated using a three-five plan. This will ensure that necessary equipment is accessible to all students, faculty, and staff.
The district has utilized SmartSchool Funds in the past to build a robust infrastructure, any additional remaining funds will be incorporated into chromebook replacement schedule to help off-set budget.

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 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.**

The instructional technology will be measured and evaluated during and after implementation with multiple measures. Software platforms will be monitored for usage. These metrics will be shared with the Instructional Technology Data teams to measure impact of specific resources in relation to student achievement.
Surveys will continue be given to staff to identify areas in need of professional development to ensure efficacy of programs.
The results of the Digital Equity Survey will monitor and track equity needs for student access at home and in the community. The district will provide MIFI devices as needed. Additionally, the district assumed the cost of insurance for all devices to ensure continuity and equity for all students.
Software will be evaluated annually to measure impact on student achievement via data teams. Requested software will need to support NYS Learning standards.   Surveys will be administered to faculty and families which will provide additional feedback with the efficacy of the goal.

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.**

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Collaboration	Technology Advisory and stakeholder groups, plan for One:One updates,evaluate resources and instructional software	Director of Technology	Building Leaders, Curriculum and Instructionally Technology Administrator	06/30/2025	N/A
Action Step 2	Planning	District is one to one with devices - Plan for one:one replacement cycle for updating devices. Evaluate resources and instructional software.	Other (please identify in Column 5)	Building Leaders, Curriculum and Instructionally Technology Administrator	06/30/2025	N/A
Action Step 3	Budgeting	Prepare and update five year plan for all technology costs	Director of Technology	Superintendent, Business official, Director of Curriculum	06/30/2025	700,000
Action Step 4	Curriculum	Review software needs and hardware needs to math curriculum objectives	Curriculum and Instruction Leader	Director of Technology, Building Leaders, Library Media Specialists, Teachersrs	01/12/2025	N/A

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

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

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
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1. **Enter Goal 2 below:**

Provide high quality continuous professional staff development in order to ensure that educators and leaders are proficient in the integration of learning technologies. Create opportunities for professional learning through technology. Support Professional Learning Communities where faculty can collaborate, learn and share best practices.

The use of technology for formative assessment and online monitoring fosters and enhances multiple modalities of learning and provides equitable access to instructional technology platforms.

The use of technology in a one:one synchronous and asynchronous learning gives students and families access to districted facilitated parent universities and online professional development. Chromebooks provided to faculty and students allow for greater access to online distance-learning partnerships with teachers centers, MESTRAC, BOCES and other institutions.

Invest in and provide substantial professional learning to all users, especially tech support staff, prior to implementation of any device, learning application, administrative application or other technology

Encourage and support innovative uses of technology throughout our educational programs.

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
☑ 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

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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.**

This goal will be evaluated with multiple measures.

To evaluate and determine interest and need, the following will be used

• Faculty and staff surveys

• Software analysis and usage reports

• Professional Development reflection and goal setting forums

• Benchmark data will help to surface instructional needs to align technology programs

• Scheduled strategic and rigourous data review including local, state and national asessments.

K-12 Data Teams, District Technology teams, and professional development committee will evaluate and data in order to measure the efficacy of the professional development. Consultant feedback will also be used to assist with platform PD. This is an ongoing continuous process, however we will know that the goal has been accomplished by setting short and long term goals. Where there is a shift in the goal, there is evidence that the goal is being accomplished.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Curriculum	k-12 Data Teams, District Technology teams, and professional development committee will evaluate data in order to measure the efficacy of the professional development. Consultant feedback will also be used to assist with platform PD.	Curriculum and Instruction Leader	Director of Technology, Buildings leaders, faculty and staff	06/30/2025	N/A
Action Step 2	Budgeting	Provide budget for Professional development and software purchases as needed	Curriculum and Instruction Leader	Director of Technology, Building Leaders, Business official	06/30/2025	N/A
Action Step 3	Evaluation	Meet with various stakeholders to evaluate data and measure efficacy of professional development and	Curriculum and Instruction Leader	Director of Technology,Building Leaders, faculty and staff	06/30/2025	N/A

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
		programs offered.				
Action Step 4	Professional Development	PD committees and forums to determine needs and on-going Professional Development offerings.	Curriculum and Instruction Leader	Director of Technology,Building Leaders, faculty and staff	06/30/2025	N/A

7.   **This question is optional.**

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

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

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1. **Enter Goal 3 below:**

Create a robust environment with high speed internet connectivity. Build technological capacity and infrastructure by maintaining and supporting infrastructure. This will be done by upgrading network switches to be able to support expanded learning opportunities for students using wireless and virtual learning opportunities. This will allow for staff and students to have ubiquitous access to broadband on high quality devices both at school and while at home. Leverage high speed network to support access between building and in buildings. Annual review of end-of -life equipment for devices and network infrastructure, with replacement plan and upgrades will be monitored annually.

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

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

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

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

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

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

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

Current network and infrastructure will be upgraded over next three years. Technology committee will meet with vendors and key contractors to evaluate current systems and infrastructure needs. Recomendations regarding new switching, servers, wireless access points will be investigated and evaluated by the technology department. Strategic planning meetings with Superintendent and Business official to lay out a three year plan for adequate budgetting to support network and infrastructure enhancements.
State contracts bids where necessary will be utilized for purchasing. ERATE funding and availalbe grant funding will be utilized where available. The goal will be met at the end of the cycle where necessary hardware has been replaced/updated.

6. **List the action steps that correspond to Goal #3 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Work with network engineers and determine needs for infrastructure to support High Speed Internet access and VOIP phone system. Meet with Vendors to identify best solutions for VOIP phone system. Plan for additional wiring, switches and modules for upgrade of systems.	Director of Technology	Administration Team	06/30/2025	N/A
Action Step 2	Budgeting	Identify Costs and funding sources. Erate/Annual Budget. Three/Five year plan Capital Projects.	Curriculum and Instruction Leader	Director of Technology	06/30/2025	N/A
Action Step 3	Implementation	Upgrade Wiring in all locations to support VOIP Upgrade Bandwidth district wide for support high speed internet access. Upgrade SAN, Servers, Switches and WAP	Director of Technology	Administration Team	06/30/2025	N/A
Action Step 4	Purchasing	Process Requisitions and purchase All required switches, routers, WAPS, Phones via NYS Contract.	Director of Technology	Business Official	06/30/2025	N/A

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.

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	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

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V. NYSED Initiatives Alignment

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

   The Mattituck-Cutchogue UFSD provides technology support and professional development in many ways. The use of digital connectivity and technology includes data analysis using our own data and data from our local BOCES (BARS, Historical Data, etc). Further we support teacher innovation by providing resources needed to integrate technology. Implementation of ideas from technology committes and our Library Media Specialists provide insight into areas that will help us to support high standard and performance. Professional staff utilizes a variety of platforms to support synchronous and asnychronous learning,including collaborative platforms such as, Google Workplace, Microsoft office/Teams, Blended Learning platfroms, and online learning platforms such as, Kami, Screencastify, Fllip Grid, Learning.com as well as content rich instructional programs for Science, Social Studies, Math etc.
   All students, faculty and staff have one:one devices, Interactive White boards, digital document cameras and other resources to support technology integration across a variety of platforms.
   Our vision is to ensure that any use of technology is considered in the context of what is new and better for our students beyond simple efficiency. Having a robust wireless environment will allow us to support the use of technology and the mission of the district to engage our students and educators in collaboration, creativity and critical thinking.
   We ensure instruction in both digital citizenship and how to use technology for collaboration and learning among our students and our teachers.
   As our technology access and high speed and bandwidth improvement occurs, we plan to include more teachers for innovation and implementation.
   We have designed a plan for professional learning that is aligned to the NYS Learning Standards as well as to district goals.

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.**

   All students K-12 will be provided with a learning device to meet their academic needs.K-2 will be provided with Ipads and 3-12 will receive Chormebooks. Annually, the district will complete a Digital Equity Survey for all students. This will provide an opportunity for all students/families to identify if there is a need for internet access at home. Additionally at registration, families will have an opportunity to identify if they need additional technology support at home. We have partnered with community liason who is able to communicate with families to support our diverse community.

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

The use of technology can help teachers transform their classrooms, enabling them to customize the curriculum to meet the needs of each student. It provided opportuniies to differentiate homework and motivate students.The use of Chromebooks and GSuite allow students to collaborate and provide meaningful feedback.

Synchronous and asynchronous e-learning is a relatively new concept that schools have shifted toward over the past year. Utilizing both methods allows the learners to succeed at their own pace.

The best part of learning with a teacher and your peers in real-time is learning and working together. Learning together gives learners the ability to engage with the content, the teacher, and each other in ways that asynchronous e-learning cannot match.

Virtual classrooms not only replicate the real classroom experience, but they can improve upon it by offering a suite of collaborative tools that encourage active learning. Tools like breakout rooms, encourage practice and discussion, digital whiteboards for interactivity, and screen sharing or teaching others, all work together to bring to life the classroom experience.

Software and online tools are availalble that allows for teachers to make accomodations for ELL students and students with disablilites. The use of technology in special educaiton helps break barriers and provides students with relevant educational programs. Assistive technology helps students with learning disabilities including computer and tablets that provide speect to text, organizers so they can become more independent. English language learners in particular benefit from the reinforcement of vocabulary and concepts through pictures, graphics and video. They also benefit from being able to use technology to express themselves. Technology helps English language learners find a voice, easing the transition to a new language. Translation software is widely available for teachers to use with students. Based on CSE meetings, devices and needed software are selected for individual students that are age and ability appropriate.

There are many accessibility features available in a range of devices that can empower students to be independent in completing assignments. Specific software is installed on individual devices, providing students with the resources needed to be successful. Students and faculty are trained on how to use the assistive devices and any necessary software needed is purchased to support that goal.

The use of technology for formative assessement and online monitoring fosters and enhances multiple modalities of learning and provides equitable access to instructional technology platforms. Formative assessment data allows educators the ability to inform instructional planning and delivery.

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)

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

☑ Technology to support writers in the elementary classroom

☑ Technology to support writers in the secondary classroom

☑ Research, writing and technology in a digital world

☑ Enhancing children's vocabulary development with technology

☑ Reading strategies through technology for students with disabilities

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

☑ Using technology to differentiate instruction in the special education classroom

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

☑ Multiple ways of assessing student learning through technology

☑ Electronic communication and collaboration

☑ Promotion of model digital citizenship and responsibility

☑ Integrating technology and curriculum across core content areas

☑ Helping students with disabilities to connect with the world

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

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

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

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

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

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

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

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

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

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

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

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

Yes

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

In the 5 languages most commonly spoken in the district

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

(No Response)

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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

☑ Writing and technology workshop for teachers

☑ Enhancing children's vocabulary development with technology

☐ Writer's workshop in the Bilingual classroom

☑ Reading strategies for English Language Learners

☑ Moving from learning letters to learning to read

☑ The power of technology to support language acquisition

☑ Using technology to differentiate instruction in the language classroom

☑ Multiple ways of assessing student learning through technology

☑ Electronic communication and collaboration

☑ Promotion of model digital citizenship and responsibility

☑ Integrating technology and curriculum across core content areas

☑ Web authoring tools

☑ Helping students connect with the world

☑ The interactive whiteboard and language learning

☑ Use camera for documentation

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

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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)

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

- ☑ 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)

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	0.50
Technical Support	4.00
Totals:	**5.50**

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	SAN upgrade	300,000	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	Internet Connectivity	WAP upgrade/Controller	300,000	One-time	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☑ District Public	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Bond ☑ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☑ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Peripheral Devices	Device upgrades	200,000	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	Professional Development	N/A	25,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
Totals:			**825,000**			

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

   Not Applicable

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

   http://www.mufsd.com/departments/district_technology

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

☑ 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	Geraldine Doherty	Director of Technology	gdoherty@mufsd.com	☑ 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

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	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	Kristina Moon	Instructional Technology Administrator	kmoon@mufsd.com	☑ 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

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	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	Ilana Finnegan	Director of Curriculum	ifinnegan@mufsd.com	☐ 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

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	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

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	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

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