

2018-2021 Instructional Technology Plan - 2018

I. District LEA Information

Section I - District LEA Information

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

Joseph A. Monastero

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

Director of Technology

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

2018-2021 Instructional Technology Plan - 2018**II. Strategic Technology Planning****Section II - Strategic Technology Planning****1. What is the overall district mission?**

The mission of the Board of Education is to develop skills and impart knowledge that will enable students to function as independent, lifelong learners in a highly literate, technical, and continually changing society; to help students develop habits of healthful living; to foster the development of aesthetic appreciation; and to provide humanizing experiences to enable students to live in harmony with themselves and to function as respectful, responsive, and responsible members of the local, national, and global communities.

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

Upgrade where needed and maintain the district's infrastructure and software to provide an environment where students and staff will be able to use a variety of technological applications and hardware to work collaboratively, in a student-centered environment that is supportive and encourages academic risks:

Where students are productive, thoughtful, creative, respectful and cooperate with others in the global society.

Where interactive communication and sharing of information is the norm.

Where professional development is an integral part of the learning process, providing all staff with the tools needed to enhance the learning abilities of all Cold Spring Harbor students.

3. List three goals that will drive the attainment of the vision.

	List Goals
Goal 1	To evaluate and enhance the integration of technology to support student-centered learning in a collaborative environment. Upgrade where needed and maintain the district's infrastructure and software to provide an environment where students and staff will be able to use a variety of technological applications and hardware to work collaboratively, in a student-centered environment that is supportive and encourages academic risks.
Goal 2	Develop an environment where students and staff are able to use a variety of technological applications and hardware to work collaboratively, in a student-centered environment that is supportive and encourages academic risks.
Goal 3	The CSH School District seeks to create an environment that embraces diversity in teaching and learning styles, which maintains mutual respect, provides opportunities for all staff members to grow as individuals, as professionals, and as members of the school community while striving to achieve the optimal level of academic knowledge and expertise.

4. Do you want to list a fourth goal that will drive attainment of the vision?

No

5. Do you want to list a fifth goal that will drive attainment of the vision?

No

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

The District-wide Technology Team meet multiple times per year to plan and discuss technology integration, emerging technologies, and best practices.

The team consists of BOE members, District and building level administration, building level staff and community members.

Full committee meetings discuss technology, hardware, support, communication, curriculum integration, professional development, and future needs.

Sub-committees take deep dives into topics and report back findings at full committee meetings to the entire team.

Findings from the District-wide Professional Development Team are presented and utilized in technical discussions and planning for the district.

Results from the District-wide Technology Team are shared with the District-wide Professional Development team.

2018-2021 Instructional Technology Plan - 2018**II. Strategic Technology Planning**

7. Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision.

The purpose of our district's professional development plan is to promote student achievement, in a student-centered learning environment, by providing opportunities aligned to our District goals and the NYSED Professional Development standards. For this to be achieved, we provide ongoing support for teachers to stay current with the various technological upgrades utilizing hardware and software. This occurs in collaborative settings. In addition, we take feedback from students, parents, teachers, and leaders to inform our decisions to provide learning opportunities throughout the district.

Staff will be administered a survey at least once a year covering a variety of technology areas (Canvas, our Learning Management System, G-Suite for Education and other District directed programs.) A deep understanding of Professional Development needs will be derived from these surveys. This data along with input from the administrative team will be used to develop the appropriate level of professional development for each staff member. The Cold Spring Harbor team of in-house turn-key trainers and outside trainers will then be used to educate the staff on the topics derived from the surveys and administrative team input. Cold Spring Harbor has and will continue to use the turn-key trainer method to deliver the majority of professional development to our staff. Turn-key trainers are provided "Feed-the-Trainer" professional development from a variety of experts in the field of instructional technology to keep them at the top of the instructional technology field.

Cold Spring Harbor will continue to utilize the following meeting times to provide professional development: faculty and department meetings, delayed school starts, full and half-day sessions. Cold Spring Harbor will also continue to offer summer courses to our staff in the area of instructional technology. We are members of the ITRC (Intercounty Teacher Resource Center) where professional development is offered to our staff in a school-directed manner. At Cold Spring Harbor we support the staff taking courses offered by outside education organizations that support the goals of the District.

Cold Spring Harbor has and will continue the use of local and national conferences to learn about advances in the instructional technology field.

Teams of staff have and will continue to attend and present at these conferences in the past.

Staff members are also offered time to meet with in-house staff developers for assistance. These drop-in sessions offer staff assistance with instructional technology before and after the school day. The sessions run by in-house staff developers with expertise in the area of instructional technology.

8. How will the instructional technology goals be measured and evaluated during and after implementation? Be sure to include any tools or metrics that are part of this evaluation process.

The instructional technology goals will be evaluated by the Board of Education, Superintendent of schools, and Leadership Team.

The plan will be measured using the following tools:

Surveys administered to Staff, Students and Parents

Analysis of NYS Standardized Assessments (Grades 3-12) and other measures of student growth.

Products produced by students

The Technology department will utilize a multitude of tools to monitor, measure and evaluate the performance of the technology infrastructure and make necessary adjustments where needed. A nonexhaustive list of tools to monitor the network include; VMware Manager, AirWave Google Admin Console, Lightpath Admin Console, Cisco Firewall console, IronPort Admin Console, and various web-based software Admin Consols.

During the course of this technology, plan adjustments will be made stemming from the evaluation of the BOE, Superintendent of Schools, results of surveys, standardized assessments, student products and evaluation form the Director of Technology.

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2018-2021 Instructional Technology Plan - 2018**III. Action Plan - Goal 1****Section III - Action Plan**

Overview: This section requires specific action steps that will be taken in order to achieve each of the goals presented in Section II of the plan. Each goal will have its own page in the plan. For this page, copy Goal #1, which you listed in Section II, Question 3, and respond to all questions below.

1. Goal #1

To evaluate and enhance the integration of technology to support student-centered learning in a collaborative environment. Upgrade where needed and maintain the district's infrastructure and software to provide an environment where students and staff will be able to use a variety of technological applications and hardware to work collaboratively, in a student-centered environment that is supportive and encourages academic risks.

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

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

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

- | | |
|---|---|
| <input checked="" type="checkbox"/> All students | <input type="checkbox"/> Migrant students |
| <input type="checkbox"/> Pre-K-2 | <input type="checkbox"/> Homeless students |
| <input type="checkbox"/> Grades 3-5/6 | <input type="checkbox"/> Economically disadvantaged students |
| <input type="checkbox"/> Middle School | <input type="checkbox"/> Students between the ages of 18-21 |
| <input type="checkbox"/> High School | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Other (please identify in Question 3a, below) |
| <input type="checkbox"/> ELL/MLLs | |

4. List the action steps that correspond to Goal #1 from your answer to Question 1, above.

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Collaboration	Technology adoption plan The utilization of surveys administered to the stakeholders of the Cold Spring Harbor education community. Questionnaires will be administered to Students, Staff, and parents. These annual surveys will provide valuable information on the effectiveness of current technology utilized by the district and help plan for future purchases, upgrades, and training in the district. District-Wide Tech Committee and other relevant committees meet to review the	Director of Technology	N/A	Jan. (01)	2019	0

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III. Action Plan - Goal 1

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
		needs of the students, staff, community, and administration.					
Action Step 2	Planning	Research hardware, software, tools, workspaces, and strategies that will be used to assist educators better to utilize technology in the learning process effectively. Determine the cost of the item(s) to be purchased. Determine the most cost-effective purchasing method (Out Right, Via BOCES, Multi-year, other) Incorporate item(s) in budget Phase in purchases of some items due to cost via a BOCES multi-year purchase.	Assistant Principal	N/A	May (05)	2019	0
Action Step 3	Collaboration	The district-wide technology committee, administration, and technology team will continually analyze the operational function of the network to maximize the utilization of current and future technologies.	Director of Technology	N/A	June (06)	2021	0
Action Step 4	Purchasing	Results obtained from the surveys combined with technology usage data will be utilized to direct future investments of technology. The district will purchase items via the method selected in the budgeting process that is most cost-effective while also providing the necessary tools to educate our students.	Director of Technology	N/A	May (05)	2021	1,000,000

5. 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.

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III. Action Plan - Goal 1

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	Implementation	Deploy/Install and train staff on all purchased items that will improve student and staff engagement in the learning process.	Director of Technology	(No Response)	June (06)	2021	\$60,000
Action Step 6	Evaluation	Analyze metrics provided by software packages utilized in benchmarking and monitoring student progress Evaluate student results from summative and formative assessments (Local and State provided) Evaluate the effectiveness of the education tools via surveys. The results of the survey will help guide future planning, purchases, and training.	Director of Technology	N/A	June (06)	2021	\$10,000
Action Step 7	(No Response)	(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)	(No Response)

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2018-2021 Instructional Technology Plan - 2018**III. Action Plan - Goal 2****Section III - Action Plan**

Copy Goal #2, which you listed in Section II, Question 3, and respond to all questions below.

1. Goal #2

Develop an environment where students and staff are able to use a variety of technological applications and hardware to work collaboratively, in a student-centered environment that is supportive and encourages academic risks.

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

1. 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)

- | | |
|---|---|
| <input checked="" type="checkbox"/> All students | <input type="checkbox"/> Migrant students |
| <input type="checkbox"/> Pre-K-2 | <input type="checkbox"/> Homeless students |
| <input type="checkbox"/> Grades 3-5/6 | <input type="checkbox"/> Economically disadvantaged students |
| <input type="checkbox"/> Middle School | <input type="checkbox"/> Students between the ages of 18-21 |
| <input type="checkbox"/> High School | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Other (please identify in Question 3a, below) |
| <input type="checkbox"/> ELL/MLLs | |

4. List the action steps that correspond to Goal #2 from your answer to Question 1, above.

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Planning	The objective of this project is to design, maintain and build spaces for students to learn while helping our educators develop the capacity to make the most intellectually capable student body possible. This disruption of traditional classroom culture revolves around students at the center of their learning. Rather than conform to a one-size-fits-all context, opportunities for learning are expanded, and students are connected and engaged in learning. The objective of this project is to create	Director of Technology	N/A	July (07)	2018	0

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III. Action Plan - Goal 2

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
		an innovative learning space that is fun and inspires the free exchange of ideas with support for students as they connect with others. Teachers and students can transition easily between different zones to support active group collaboration as well as small quiet group or individual focused research & reflection.					
Action Step 2	Research	Staff, students, community members, and the leadership team will engage in an exploration of the needs of our learning community. This exploration will include visits to the Creative Learning Lab spaces in our schools, active participation in discussions as members of the District Technology and Professional Development Committees, and visits to other educational facilities where teachers and leaders are working to meet the challenges of technology integration into the learning environment.	Director of Technology	N/A	Nov. (11)	2021	0
Action Step 3	Collaboration	The collaboration of learning space experts, staff and students Cold Spring Harbor will develop plans for the creation of innovative learning spaces throughout the District.	Director of Technology	N/A	July (07)	2021	0
Action Step 4	Implementation	Purchase and construct the creative learning spaces that were developed by the district.	Director of Technology	N/A	Sept. (09)	2019	\$500,000

5. 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

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 2

Question 1, above.

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	Evaluation	Collect usage/impact on education survey data from staff and students of the learning spaces for adjustment of the spaces and the future development of additional spaces.	Other (please identify in next column, to the right)	Building and District Administration	June (06)	2021	\$10,000
Action Step 6	(No Response)	(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)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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2018-2021 Instructional Technology Plan - 2018**III. Action Plan - Goal 3****Section III - Action Plan**

Copy Goal # 3, which you listed in Section II, Question 3, and respond to all questions below.

1. Goal #3

The CSH School District seeks to create an environment that embraces diversity in teaching and learning styles, which maintains mutual respect, provides opportunities for all staff members to grow as individuals, as professionals, and as members of the school community while striving to achieve the optimal level of academic knowledge and expertise.

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

5. 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)

- | | |
|---|---|
| <input checked="" type="checkbox"/> All students | <input type="checkbox"/> Migrant students |
| <input type="checkbox"/> Pre-K-2 | <input type="checkbox"/> Homeless students |
| <input type="checkbox"/> Grades 3-5/6 | <input type="checkbox"/> Economically disadvantaged students |
| <input type="checkbox"/> Middle School | <input type="checkbox"/> Students between the ages of 18-21 |
| <input type="checkbox"/> High School | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Other (please identify in Question 3a, below) |
| <input type="checkbox"/> ELL/MLLs | |

4. List the action steps that correspond to Goal #3 from your answer to Question 1, above.

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 1	Research	The members of the Professional Development Committee who represent each of the buildings shall ensure that the needs of his/her respective school are brought to the district-wide committee for discussion and implementation. Building needs will be assessed on an annual basis through the distribution of a survey which will be developed by a subcommittee of the Professional Development Committee. Building needs will also be assessed through the review	Assistant Superintendent	N/A	March (03)	2019	0

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III. Action Plan - Goal 3

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
		of building-level instructional data, current educational research, and faculty input.					
Action Step 2	Collaboration	The District Leadership Team, members of the Professional Development Team, and staff will analyze the results of the K-12 needs assessment to enhance the support required to best educate the students of Cold Spring Harbor in becoming fluent users and learners of technology.	Assistant Superintendent	N/A	March (03)	2019	0
Action Step 3	Professional Development	Utilize national and local conferences, superintendent's conference days, grade level and department meetings, faculty meetings, and other professional opportunities to obtain professional development that supports our faculty members based on the analysis of the most recent needs assessment survey.	Assistant Superintendent	N/A	April (04)	2019	\$25,000
Action Step 4	Curriculum	With the knowledge gained, teachers will have the opportunity to participate in summer curriculum writing to enhance various units of study on their grade level or within their content area of expertise.	Assistant Superintendent	N/A	Aug. (08)	2019	\$25,000

5. 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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III. Action Plan - Goal 3

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 5	Implementation	Implementation of curriculum projects completed that were born out of the needs assessment and professional learning opportunities that were collaborative in nature and provided throughout the school year.	Assistant Superintendent	N/A	June (06)	2020	\$5,000
Action Step 6	(No Response)	(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)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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2018-2021 Instructional Technology Plan - 2018**IV. NYSED Initiatives Alignment**

Section IV - NYSED Initiatives Alignment

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

The use of instructional technology provides for an environment where digital connectivity increases, making it possible to extend education beyond the physical confines of the traditional classroom. Students at the Jr./Sr High School (Grades 7-12) work in a 1:1 Chromebook environment. These students are provided with new Chromebooks at grades 7 and 10 for exploring and learning. Elementary students in grades 4-6 work in a 1:1 classroom environment exploring and learning. Elementary students in grades K-3 work in a 1:1 environment with a iPads, computers, and Chromebooks

This access will provide our teachers with the following experiences and opportunities:

- Opportunities to support students' active creation rather than passive consumption.
- Opportunities to learn in a flexible, physical environment that offers multiple resources and work areas for students to collaborate and connect with peers as well as teachers.
- Opportunities to participate in a continuous learning culture where teachers are learners as much as their students.
- Continued analysis of the network infrastructure to provide valuable feedback on best practices of maintaining a system where access to the necessary tools are accessible and scalable to meet the needs of our learning community.
- Cold Spring Harbor utilized multiple technical resources to provide staff and students with access to learning resources. These technical resources include but are not limited to the virtualization of computer desktops. Virtualization provides students and staff access to all computer files and programs from web-based devices regardless of its operating system. The district is also utilized G-Suite for Education. This tool also allows students and staff access to resources via web-based devices. Both of these technical resources provide for collaborative tools allowing staff and students to work as teams to solve complex real-world questions.
- Cold Spring Harbor is utilizing sharing software via Promethean interactive boards and Google Apps. that allows classes to work together by allowing students to broadcast their work for classmates and teachers to view and cooperatively learn with.
- Use of technology to engage students as creators and interrupters instead of simple consumers of information. The SAMR Model provides a path for staff and students to follow in the adoption process of technology.
- Adoption of the SAMR Model as a way of utilizing technology for learning. SAMR: "Substitution, Augmentation, Modification, and Redefinition." Integration of technology requires the thoughtful use of resources in obtaining meaningful results, SAMR illustrates a progression that adopters of educational technology follow as they progress through teaching and learning with technology.

- 2. 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 curriculum. Describe how instruction is differentiated using technology to support the individualized learning needs of this student group.**

Cold Spring Harbor operates in a 1:1 environment utilizing a combination of Chromebooks, tablets, laptops, and traditional computers. Assistive Technology allows for differentiation of instruction through speech to text and text to speech technology (Kami, Google text to speech, etc..), Students utilize touchscreen Chromebooks and tablets to communicate their ideas and knowledge with staff and fellow classmates. Collaborative programs such as G-Suite for Education, Nearpod, Kami, and Learning Management Systems (Canvas and Google Classroom) allow for educators and students to work at individually determined levels of skills to best meet and enhance students where they are currently to promote maximum learning. Reading tools such as Achieve 3000, News ELA, Star Reading, and Degrees of Reading Power DRP help students read at their individual level, allowing all students the ability to equally participate in class activities. These differentiation tools also allow staff to understand individual student reading needs allowing for individual instruction to take place.

Assistive technologies such as FM listening devices, flexible furniture, enlarging the font size and reading out loud programs allow students with audio and or visual needs to fully participate in the learning process. Utilization of the Vizio enlargement system allows a student to read work on the board.

Other digital tools allow students with disabilities to be served by allowing them to fully participate in the learning process.

Devices and programs include but are not limited to personal communication devices such as Touchscreen convertible Chromebooks, iPads Interactive Panels and computers. These devices utilize a wide variety of tools to assist students with disabilities. Additional tools utilized are Google Docs, Sheets, Keep, Sides, Drive, Forms, iReady Reading and Math, digital book distribution. A long list of programs used, but are not limited to are, Brainpop, Explain Everything, Castle Learning, Linguafun, Mathbits, Quizlet Reading A to Z, Discovery Education, Ed Helper, Fast Math, Kahoot. A wide list of plugins and extensions for Chrome are also utilized such as "Read, Write"., screen readers, Screencastify, Kami, casting and screen capture Technology solutions serve to supplement the curriculum and digital resources following principles of universal design.

2018-2021 Instructional Technology Plan - 2018**IV. NYSED Initiatives Alignment****3. How does the district utilize technology to address the needs of Students with Disabilities to ensure equitable access to instruction, materials, and assessments? Check all that apply.**

- ☒ 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.
- ☒ 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 3a, below)

4. 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 their student language and content learning with the use of technology. Check all that apply.

- | | |
|---|---|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Using technology to increase options for students with disabilities to demonstrate their knowledge and skills |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital world | <input checked="" type="checkbox"/> Electronic communication and collaboration |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input checked="" type="checkbox"/> Reading strategies through technology for students with disabilities | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input checked="" type="checkbox"/> Helping students with disabilities to connect with the world |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the special education classroom | <input type="checkbox"/> Other (please identify in Question 4a, below) |

5. How does the district utilize technology to address the needs of English Language Learners/Multilingual Learners to ensure equitable access to instruction, materials, and assessments? Check all that apply.

- ☒ 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/MLL 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 5a, below)

6. The district's instructional technology plan addresses the needs of English Language Learners/Multilingual learners to ensure equitable access to instruction, materials, and assessments in multiple languages.

Yes

6a. If Yes, check one.

In the 5 most spoken languages in the district

2018-2021 Instructional Technology Plan - 2018

IV. NYSED Initiatives Alignment

6b. If 'Other' was selected in 6a, above, please explain here.

(No Response)

7. Please select the professional development that will be offered to teachers of English language learners/multilingual learners that will enable them to differentiate learning and to increase their student language and content learning with the use of technology. Check all that apply.

- | | |
|---|---|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input checked="" type="checkbox"/> Technology to support writers in the Secondary classroom | <input checked="" type="checkbox"/> Electronic communication and collaboration |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital word | <input checked="" type="checkbox"/> Promotion and model digital citizenship and responsibility |
| <input checked="" type="checkbox"/> Writing and technology workshop for teachers | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Enhancing Children's Vocabulary Development with technology | <input checked="" type="checkbox"/> Web authoring tools |
| <input checked="" type="checkbox"/> Writer's workshop in the Bilingual classroom | <input checked="" type="checkbox"/> Helping students connect with the world |
| <input checked="" type="checkbox"/> Reading strategies for English Language Learners | <input checked="" type="checkbox"/> The interactive whiteboard and language learning |
| <input checked="" type="checkbox"/> Moving from learning letters to learning to read | <input checked="" type="checkbox"/> Use camera for documentation |
| <input checked="" type="checkbox"/> The power of technology to support language acquisition | <input type="checkbox"/> Other (please identify in Question 7a, below) |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the language classroom | |

8. How does the district use instructional technology to facilitate culturally-responsive instruction and learning environments?

- ☒ 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.
- ☒ The district does not use instructional technology to facilitate culturally responsive instruction.
- ☐ Other (please identify in Question 8a, below)

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

2018-2021 Instructional Technology Plan - 2018

V. Administrative Management Plan

Section V - Administrative Management Plan

1. Staff Plan

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional support	5.00
Technical Support	3.00
Totals:	9.00

2. Investment Plan

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
1	End User Computing Devices	N/A	655,000	Both	<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 checked="" type="checkbox"/> Smart Schools Bond Act <input checked="" type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	CSH Education Foundation
2	Instructional and Administrative Software	N/A	400,000	Both	<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	N/A

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V. Administrative Management Plan

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
					<input type="checkbox"/> Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Internet Connectivity	N/A	340,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	Network and Infrastructure	N/A	240,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input checked="" 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, to the right) <input type="checkbox"/> N/A	N/A
Totals:			1,635,000			

2018-2021 Instructional Technology Plan - 2018

V. Administrative Management Plan

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

Yes

4. Please indicate whether or not the district has a public website.

The district has a public website.

- 4a. Provide the URL of the district's public website.

<https://www.csh.k12.ny.us>

5. Please indicate whether or not the district has assigned a specific person with responsibility for Information Security.

Yes

- 5a.

If 'Yes' was selected in Question 5 above, please identify the responsible person's title.

Executive Director of Instructional and Administrative Technology

6. Please indicate whether or not the district has assigned a specific person with responsibility for Information Privacy.

Yes

- 6a. If 'Yes' was selected in Question 6 above, please identify the responsible person's title.

Executive Director of Instructional and Administrative Technology

7. Has a district-wide information security and/or privacy audit ever been performed in the district?

Yes

- 7a. If 'Yes' was selected in Question 7 above, please identify how often a security and/or privacy audit has been performed?

Yearly

- 7b. If 'Yes' was selected in Question 7 above, please indicate whether the audit(s) was/were performed by an independent 3rd party contractor.

Yes - all audits were performed by a 3rd party contractor

8. Does the school district provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms?

Yes

9. Does the school district provide for educating minors about cyberbullying awareness and response?

Yes

10. Does the district have an Internet Safety Policy?

Yes, and I will upload the policy.

- 10a. Please upload the district's Internet Safety Policy.

17-18 Chromebook Policy Handbook - Cold Spring Harbor V1.1.pdf
Handook Sr High.pdf

11. Does the district have a Cyberbullying Policy?

Yes, and I will provide the URL to the policy.

2018-2021 Instructional Technology Plan - 2018V. Administrative Management Plan

11b. Please provide the URL to the district's Cyberbullying Policy.

<https://www.csh.k12.ny.us/cms/lib/NY02214132/Centricity/Shared/Policies%20Under%20Review/115%20Student%20Harassment%20and%20Bullying%20Prevention%20and%20Intervention.pdf>

12. Does the district have a Parents' Bill of Rights for Data Privacy and Security?

Yes, and I will provide the URL to the Parents' Bill of Rights for Data Privacy and Security.

12a. What year was the Parents' Bill of Rights for Data Privacy and Security policy first posted?

2015

12b. Please provide the URL to the district's Parents' Bill of Rights for Data Privacy and Security.

<https://www.csh.k12.ny.us/cms/lib/NY02214132/Centricity/Shared/Other%20Information/parent%20bill%20of%20rights%20-%20student%20data.pdf>

13. Does the district have an information breach policy that addresses the district's planned response to an information breach?

No. The district does not have such a policy.

14. Provide a direct link to the district's technology plan as posted on the district's website.

<https://drive.google.com/file/d/1TGME3ZeSopRXP5ongaW8XanajBEnrmwR/view?usp=sharing>

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

2018-2021 Instructional Technology Plan - 2018**VI - Sharing Innovative Educational Technology Programs****Sharing Innovative Educational Technology Programs**

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 category that is not on the list.

- | | |
|---|--|
| <input checked="" type="checkbox"/> Active Learning Spaces/Makerspaces | <input checked="" type="checkbox"/> Policy, Planning, and Leadership |
| <input checked="" type="checkbox"/> Culturally Responsive Instruction with Technology | <input checked="" type="checkbox"/> Privacy and Security |
| <input checked="" type="checkbox"/> Device Planning and Implementation (1:1; BYOD) | <input checked="" type="checkbox"/> Professional Learning |
| <input checked="" type="checkbox"/> Digital Citizenship | <input checked="" type="checkbox"/> Project-based Learning |
| <input checked="" type="checkbox"/> Infrastructure | <input type="checkbox"/> Other Topic A |
| <input checked="" type="checkbox"/> OER and Digital Curriculum | <input type="checkbox"/> Other Topic B |
| <input checked="" type="checkbox"/> Personalized Learning | <input type="checkbox"/> Other Topic C |
| <input checked="" type="checkbox"/> Pilots and Proof of Concept | |

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	E-mail address	Innovative Programs. Check all that apply.
Please complete all columns.	Joseph A. Monastero	Executive Director of Instructional and Administrative Technology	jmonastero@csh.k12.ny.us	<input checked="" type="checkbox"/> Active Learning Spaces/Makerspaces <input checked="" type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input checked="" type="checkbox"/> Digital Citizenship <input checked="" type="checkbox"/> Infrastructure <input checked="" type="checkbox"/> OER and Digital Curriculum <input checked="" type="checkbox"/> Personalized Learning <input checked="" type="checkbox"/> Pilots and Proof of Concept <input checked="" type="checkbox"/> Policy, Planning, and Leadership <input checked="" type="checkbox"/> Privacy and Security <input checked="" type="checkbox"/> Professional Learning <input checked="" type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

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

2018-2021 Instructional Technology Plan - 2018

VI - Sharing Innovative Educational Technology Programs

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <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"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning

2018-2021 Instructional Technology Plan - 2018

VI - Sharing Innovative Educational Technology Programs

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				<input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <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"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <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"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive

2018-2021 Instructional Technology Plan - 2018

VI - Sharing Innovative Educational Technology Programs

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <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"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and

2018-2021 Instructional Technology Plan - 2018VI - Sharing Innovative Educational Technology Programs

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

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