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?

Christopher Kauter

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

Other

2a. If 'Other' was selected in Question 2 above, please identify the title.

Director of Digital Learning and Innovation

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2022-2025 Instructional Technology Plan - 2021

II. Strategic Technology Planning

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1. What is the overall district mission?

The Bay Shore Union Free School District believes that children learn best when they are challenged by high expectations.

- Our schools exist for our community and their children.
- All children are capable of meeting high expectations when instructional strategies are adjusted to meet individual needs.
- The support of family and community is essential
- Children will achieve optimal wellness within a healthy learning environment.

BAY SHORE UFSD

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Collaboration	Working with district and building level leaders, we are exploring ways to enhance the professional learning experiences during faculty/department meetings and Superintendent's				

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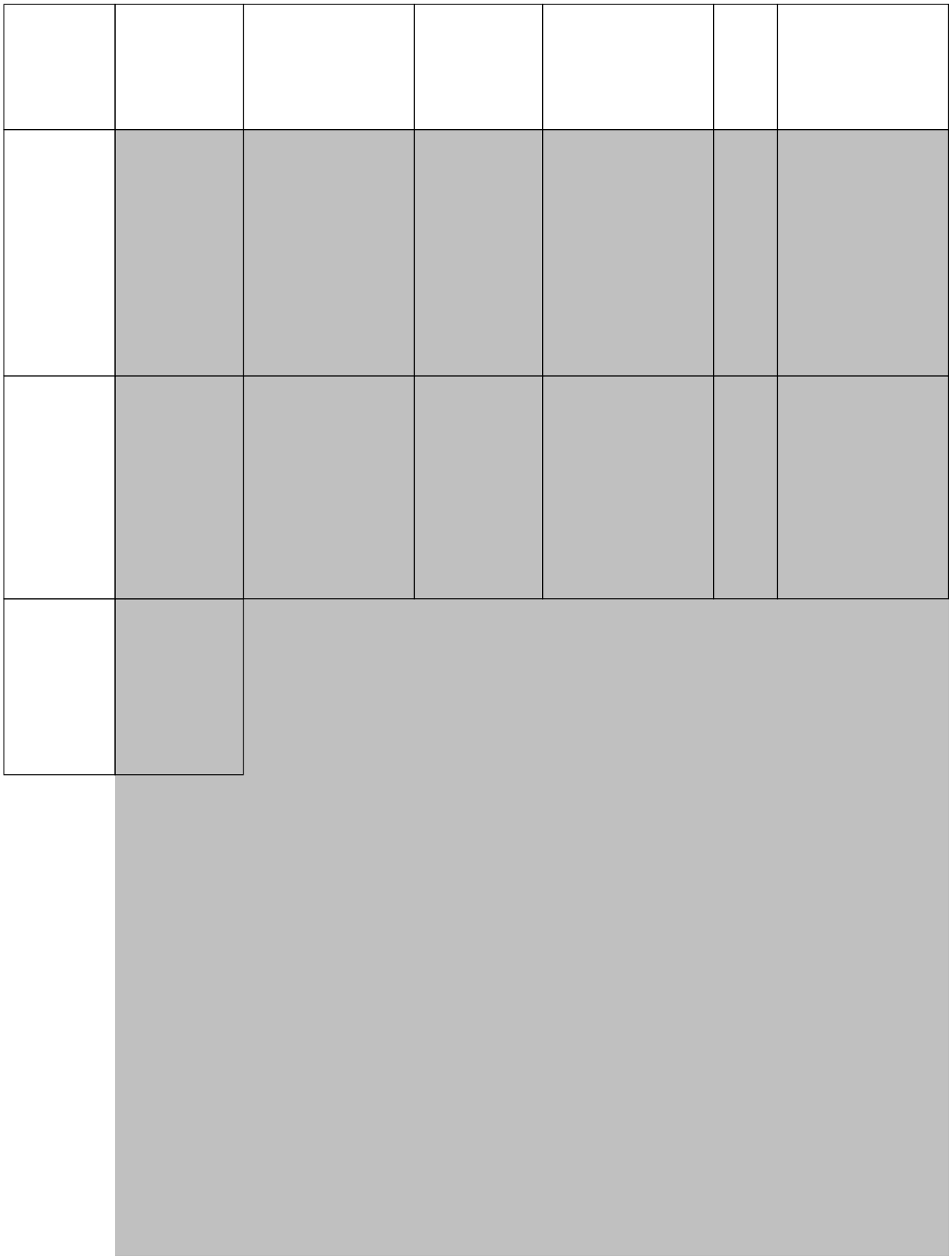

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7. This question is optional. If more action steps are needed, continue to list the action steps that correspond to Goal #2 from your answer to Question 1, above.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Implementation	Equity and Access - All Digital Learning applications will be provisioned and available for students via their ClassLink dashboard. This is to ensure equitable access for all students to access their instructional materials.	Other (please identify in Column 5)	Director of Digital Learning and Innovation	06/30/2025	0
Action Step 6	Professional Development	In collaboration with the LTG with ESBOCES	Instructional Technology Coach	(No Response)	06/30/2025	0
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:**

Provide teacher centered opportunities to explore and plan the integration of technology as a tool to advance student achievement by promoting digital learning environments across the curriculum while addressing the need for awareness and integration of digital citizenship.

2.

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	n	develop a standing instructional technology committee that will continually review technology trends and tools to implement in the curriculum and enhance academic achievement	(please identify in Column 5)	Learning and Innovation	025	
Action Step 2	Professional Development	Ensure staff and students are knowledgeable and have an understanding of all current applications while developing skills to navigate applications that foster education.	Other (please identify in Column 5)	Director of Digital Learning and Innovation	06/25/2025	0
Action Step 3						

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Response)		Response)		Response)	
Action Step 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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3. Students with disabilities may be served through the use of instructional technology as well as assistive technology devices and services to ensure access to and participation in the general education curriculum. Describe how instruction using technology is differentiated to support the individual learning needs of students with disabilities.

The district realizes that technology is necessary for students with disabilities and often unique for each student. Therefore technology is given to students with disabilities based on IEP and CSE outcomes and documents, in order to differentiate their instruction. Utilizing various technologies with Students with disabilities allow for assistive devices to meet the needs of the students. In current use are smart boards, ipads with adaptive use software apps, and chromebook laptops. Staff will receive professional learning from our Digital Learning Specialists during and after school so they can incorporate the various assistive technology and AIS resources available in the district. Programs such as Snap and Read Universal and Co:Writer are used by students to assist with reading text in the classroom. Snap and Read personalize the assignment by changing the Lexile level of any web page, document, and PDF. The program also translates the webpage, document, and PDF into the students' native language. Co:Writer is a word prediction program that helps your students write with proper spelling and grammar. Both these programs are available to all students K-12. The district has also adopted programs I-Ready Reading and Math to differentiate mathematics and ELA. I-Ready online assessment and instruction that helps teachers provide all students a path to proficiency and growth in reading and mathematics. At the K-5 level, Reading programs such as Raz-Plus are available to assist students in reading and vocabulary. Raz-Kids delivers hundreds of interactive, leveled eBooks spanning 29 levels and open-book eQuizzes, with new books added every month, even in Spanish! Corresponding eQuizzes test comprehension, providing teachers with skill reports for data-driven instruction. Online running records let teachers digitally assess each student, saving valuable classroom time. The motivational "Raz Rocket" gets students excited about reading and strengthens the school-to-home connection.

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).

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

- ☑ Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through class website or learning management system).
- ☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- ☑ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- ☑ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- ☐ Home language dictionaries and translation programs are provided through technology.
- ☐ Hardware that supports ELL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.
- ☑ Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.
- ☐ Learning games and other interactive software are used to supplement instruction.
- ☐ Other (Please identify in Question 6a, below)

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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/ 1 nenrollment a1 0r2.3 393 Tm 0 0 0 rCID 20>27.3 and

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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	2.00
Instructional Support	2.00
Technical Support	7.00
Totals:	**11.00**

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost			

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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
- ☐ 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 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

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	Christopher Kauter	Director of Digital Learning and Innovation	ckauter@bayshore.k12.ny.us	☑ 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 /

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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
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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