

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

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Page Last Modified: 03/29/2022

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

Michael Zuccaro

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.**

Assistant to the Superintendent

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

**2022-2025 Instructional Technology Plan - 2021****II. Strategic Technology Planning**

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

The Quogue School District's mission is to develop a collaborative process for decision-making within the school and the community:

- To develop literate, numerate, fit, civic-minded, social young students ingrained with a desire to learn, possessing good work habits with a well-developed understanding of right from wrong and the balance of duties and rights;
- To prepare all students for lifelong learning and personal growth;
- To actively involve all members of the school community in the life of our school.

We will strive to clarify directives for elementary education at the local level, and to make education relevant to students.

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

The Quogue School District's vision is:

To enable students to become technologically adept, thus maximizing their access to information, enhancing their problem-solving skills, and developing their communication skills in an ever-changing world.

To provide pathways for staff to integrate relevant technologies into classroom instruction and student assessments.

To create a safe environment for students, staff and families where they will have easy access to the appropriate technologies to meet their individual educational needs.

**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.**

A Technology Planning Committee was created and met weekly starting on November 29th, 2021 and continued until the plan was submitted to NYS. The committee was composed of teachers, special service teachers, administration, and a technology specialist. Surveys were sent to all staff members as well as to the public to gather their input. The responses were then reviewed by the committee. The committee then summarized the data gathered to be included in the plan.

An agenda was created and shared with the committee members the week before each meeting to allow the members to prepare themselves to discuss the listed topics. For example, in order to determine what goals the committee would like to have accomplished, the committee first discussed what is a goal, determined the area of focus, and established a goal. All topics covered within this plan were scheduled through these agendas for each meeting to ensure that the plan is completed by the deadline provided by NYS.

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

The 2022-2025 Instructional Technology Plan continues the work started in the 2018-2021 Instructional Technology plan by implementing current technologies, including hardware and software that allow for improved student learning.

- The committee is larger with a more diversified group than the committee that convened to create the 2018-2021 Instructional Technology Plan.
- The previous three-year plan was reviewed by the technology committee to identify strengths, and areas that could use improvement in our current technology practices. One of our previous goals was to provide the appropriate technology to the appropriate users. To improve upon that goal, the committee discussed ways to improve how technology is being used to provide content and curriculum equitably for all students, and to ensure student learning is improved.
- The technologies implemented in the previous plan are continuously evolving. The previous plan's goals were reviewed and current technological advancements are being applied.

2022-2025 Instructional Technology Plan - 2021

II. Strategic Technology Planning

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

The 2022-2025 Instructional Technology plan was developed with consideration of the experiences during the COVID-19 pandemic. Due to mandated school closures as a result of the pandemic, methods of instruction were modified to facilitate remote learning. These included the utilization of online learning tools such as Zoom, Google Classroom, and others which allowed teachers to educate their students remotely. Prior to the pandemic, the Quogue School District began a 1:1 student device initiative which provided each student with a device to use in the classroom. As a result of the school closures, these devices were permitted to go home with the student to allow instruction beyond the classroom. Since we have 98 students and 10 teachers in the district, we had regular communication occurring between the school and the parents/gardians of the students on an individual basis to make sure each student had access to the internet at their home. Any students without access to the internet were provided with a wireless hotspot and assisted by our network specialist.

Teachers were provided with the option of teaching remotely from home or from their classroom. For the teachers that elected to teach from their classrooms, they were provided with web cameras and document cameras to simulate in-person instruction. Office staff and administrators were provided with home workstations that included display monitors and printers to allow them to work remotely as needed. Staff members were provided with initial trainings for the tools and platforms they utilized. Any staff member who felt they needed additional training sessions on these tools could request to have 1 on 1 training with our network specialist. Upon returning to in-person instruction, staff conducted practice sessions with their students to ensure that if another mandated closure occurs, there will be a seamless transition to remote learning. Feedback from parents and community stakeholders throughout the school year was taken into account for the development of this Instructional Technology Plan.

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

Yes

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

In order to meet the districts needs for professional development in the area of instructional technology, we have become members of organizations and subscribe to services that are well known for their educational technology expertise. All of our staff members are, and/or subscribe to, one of more of the following: ESBOCES Model School Program, a service that provides a variety of trainings in the use of technology in the classroom to improve the quality of instruction. ESBOCES Student Data Services, which enables us to attend conferences and professional development for the administrative component of technology integration as well as interpreting student data to improve instruction. This service also provides support and training for Powerschool, a student management system that is used to organize and store student demographics, student schedules, student data, and compile mandatory state reports. Global Compliance Network (GCN), an on-line tutorial network that has over 70 tutorials that are continually updated to meet the standards for compliance as mandated by State and Federal laws. These trainings and services will support a wide range of our technology needs. As technology changes, we will seek out additional professional trainings to support those changes. In addition to the professional development listed above, the Quogue School District intends to provide regular training in the platforms that are used on a regular basis for student learning, such as iReady, Classlink, Powerschool and others. Due to our small population of only 98 students in our district and 8 classroom teachers, allows our staff to have individual training on an as needed basis provided by our full time network specialist.

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

**2022-2025 Instructional Technology Plan - 2021**

III. Goal Attainment

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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:**

Fully

2. **Digital Use – The District’s learners, teachers, and administrators are proficient in the use of technology for learning.**

**The district has met this goal:**

Significantly

3. **Digital Capacity and Access – The District’s technology infrastructure supports learning and teaching in all of the District’s environments.**

**The district has met this goal:**

Significantly

4. **Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.**

**The district has met this goal:**

Significantly

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

**The district has met this goal:**

Moderately

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IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Improve communication with all stakeholders within the Quogue School community. Implement technologies to support efficient, effective, and ongoing communication that is linguistically responsive and accessible to all members of our school community

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

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

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
- Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
- High School
- Students who do not have internet access at their place of residence
- Students with Disabilities
- Students in foster care
- English Language Learners
- Students in juvenile justice system settings
- Students who are migratory or seasonal farmworkers, or children of such workers
- Vulnerable populations/vulnerable students
- Students experiencing homelessness and/or housing insecurity
- 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.

By evaluating our current communication practices and platforms, we will be able to identify areas in need of improvement. The Quogue School District is a one building district with 98 students in grades from Pre-k to grade 6. There is no bus service in the district so parents drop-off and pick-up their children every school day. This enables staff and guardians of students to have daily conversations. Through these conversations, the staff are able to verbally survey the parents to make sure they are receiving all communications that are sent out and to elicit suggestions for improvement. All issues with communication will be addressed by modifying and improving the technologies used. This process will continue until 100% of staff and community school members have no communication issues.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1						

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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Collaboration	Identify the current communication practices in place	Other (please identify in Column 5)	Technology Committee	09/01/2022	0
Action Step 2	Evaluation	Identify strengths and deficiencies in our current communication practices.	Other (please identify in Column 5)	Technology Committee	10/01/2022	0
Action Step 3	Research	Identify the desired communication practices for our school.	Other (please identify in Column 5)	Technology Committee	01/01/2023	0
Action Step 4	Budgeting	Ensure Budgetary Funds are available to allow for the purchase of improved technologies	Superintendent	N/A	05/01/2023	0

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Purchasing	Purchase of the newly researched and budgeted communication tool	Other (please identify in Column 5)	Purchasing Agent	07/01/2023	27000
Action Step 6	Implementation	Configuration of newly purchased communication tools	Other (please identify in Column 5)	Network Specialist	09/01/2023	0
Action Step 7	Professional Development	Training of stakeholders on how to utilize the newly implemented tool	Other (please identify in Column 5)	Technology Committee	11/01/2023	3000
Action Step 8	N/A	N/A	N/A	N/A	06/30/2021	0

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IV. Action Plan - Goal 1

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

Improve student learning through the use of technology. Implement technologies that improve access for all students to content and curriculum, as well as measure student learning.

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

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

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

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

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

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

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

By Evaluating our current Student Learning practices and platforms we will be able to identify areas in need of improvement. Student learning tools such as i-Ready will be used to assess student learning over the course of the school year. At the start of the year, all students will be assessed to create a baseline measurement. From this baseline measurement, an end of the year goal is set. During the year, periodic I-Ready assessments will be given to assess if the student is on track to meeting their end of year goal. Changes to the educational technology will be made to improve the student learning as evidenced by the periodic tests. Improvements to educational technologies will be considered successful when 50% of all students meet their end of your goal.

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						



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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Collaboration	Identify the current student learning practices in place	Other (please identify in Column 5)	Technology Committee	01/01/2023	0
Action Step 2	Evaluation	Identify the strengths and weaknesses in our current student learning practices	Other (please identify in Column 5)	Technology Committee	06/01/2023	0
Action Step 3	Research	Identify the desired student learning practices for the school	Other (please identify in Column 5)	Technology Committee	09/01/2024	0
Action Step 4	Budgeting	Ensure Budgetary Funds are available to allow for the purchase of improved technologies	Superintendent	N/A	05/01/2025	0

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Purchasing	Purchase of the newly researched and budgeted student learning tool	Other (please identify in Column 5)	Purchasing Agent	07/01/2025	177000
Action Step 6	Implementation	Configuration of newly purchased student learning tools	Other (please identify in Column 5)	Network Specialist	09/01/2025	0
Action Step 7	Professional Development	Training of stakeholders on how to utilize the newly implemented tool	Other (please identify in Column 5)	Technology Committee	11/01/2025	3000
Action Step 8	N/A	N/A	N/A	N/A	06/30/2021	0

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IV. Action Plan - Goal 2

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

Improve the safety and security of the school community through the use of technology. Implement technologies that improve the physical and digital safety of the Quogue School Community.

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.

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

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

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

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.

By evaluating our current security practices and platforms, through the use of third party vendors who specialize in security, we will identify areas in need of improvement. Security will be measured in the form of both physical and cyber security. Physical Security assessment will include evaluation of security cameras, lockdown systems, and building access methods. These evaluations will be conducted annually. Cybersecurity assessment will include, cybersecurity software and hardware in place, as well as cybersecurity training and awareness. By ensuring cybersecurity practices are in place, and continuously updated, there should be a reduction in cyber security incidents. This will improve the reliability and access to online educational resources.

Data provided by these cybersecurity platforms will measure the number of malicious files on student and staff computers that were detected and successfully quarantined, before they were able to interfere with usability of that device. The data collected will help identify and correct possible vulnerabilities which allowed the malicious files to gain unauthorized access to our computer environment. This in turn will decrease interruptions during instructional time and improve the learning experience. Cybersecurity software and hardware will be evaluated on a continuous basis throughout the school year.

Annual penetration testing will be performed to confirm that the practices and platforms in place are performing as intended.

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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IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Collaboration	Identify the current safety and security practices in place	Other (please identify in Column 5)	Technology Committee	01/01/2023	0
Action Step 2	Evaluation	Identify the strengths and weaknesses in our current safety and security practices	Other (please identify in Column 5)	Technology Committee	06/01/2023	0
Action Step 3	Research	Identify the desired safety and security practices for the school	Other (please identify in Column 5)	Technology Committee	09/01/2024	0
Action Step 4	Budgeting	Ensure Budgetary Funds are available to allow for the purchase of improved technologies	Superintendent	N/A	05/01/2025	0

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #3 from your answer to Question 1, above.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Purchasing	Purchase of the newly researched and budgeted security tools	Other (please identify in Column 5)	Purchasing Agent	07/01/2025	210000
Action Step 6	Implementation	Configuration of newly purchased security tools	Other (please identify in Column 5)	Network Specialist	09/01/2025	0
Action Step 7	Professional Development	Training of stakeholders on how to utilize the newly implemented tool	Other (please identify in Column 5)	Technology Committee	11/01/2025	0
Action Step 8	N/A	N/A	N/A	N/A	06/30/2021	0

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IV. Action Plan - Goal 3

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

No

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

2022-2025 Instructional Technology Plan - 2021

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 Quogue Union Free School District has implemented a 1:1 device deployment for all students. This initiative allows for access to online learning tools, resources and textbooks for each of the subject areas, supporting the curriculum in each. Instructional staff have been provided with training on the tools and resources as they relate to the needs of their classes. These tools provide ways to differentiate learning based on the needs of the individual student. In addition, every classroom has been outfitted with an interactive whiteboard to supplement instruction. These technological resources are then utilized for diagnostic testing and progress monitoring.

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.**

The fully implemented 1:1 student device initiative allowing every student to have their own computer/tablet will be continued moving forward. Students who do not have access to the internet outside of the school will be provided with an internet hotspot for use at home. The small student population of only 98 students attending the Quogue School District, approximately 12 students per class, enables teachers to have direct communication with the families of their students. This allows for technology issues to be addressed on a one-to-one basis. The Quogue School will provide technological assistance to these students upon request.

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.**

Based on the limited student population at the Quogue School District of only 98 students with class sizes of approximately 12 students per class, students with disabilities will be served based on their individual needs. Currently the Quogue School District utilizes the following technologies to assist students with disabilities:

- FM System for students with Hearing Impairments
- TextHelp software which provides Text to Speech/Speech to Text Services
- Applications that will allow lessons to be adjusted to the individual Lexile level of the student
- Proloquo2Go for Non-Verbal Autistic Students

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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V. NYSED Initiatives Alignment

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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.

<input checked="" type="checkbox"/> Technology to support writers in the elementary classroom	<input checked="" type="checkbox"/> Using technology as a way for students with disabilities to demonstrate their knowledge and skills
<input 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 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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V. NYSED Initiatives Alignment

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

<input type="checkbox"/> Technology to support writers in the elementary classroom	<input type="checkbox"/> Multiple ways of assessing student learning through technology
<input type="checkbox"/> Technology to support writers in the secondary classroom	<input type="checkbox"/> Electronic communication and collaboration
<input type="checkbox"/> Research, writing and technology in a digital world	<input type="checkbox"/> Promotion of model digital citizenship and responsibility
<input type="checkbox"/> Writing and technology workshop for teachers	<input type="checkbox"/> Integrating technology and curriculum across core content areas
<input type="checkbox"/> Enhancing children's vocabulary development with technology	<input type="checkbox"/> Web authoring tools
<input type="checkbox"/> Writer's workshop in the Bilingual classroom	<input type="checkbox"/> Helping students connect with the world
<input type="checkbox"/> Reading strategies for English Language Learners	<input type="checkbox"/> The interactive whiteboard and language learning
<input type="checkbox"/> Moving from learning letters to learning to read	<input type="checkbox"/> Use camera for documentation
<input type="checkbox"/> The power of technology to support language acquisition	<input checked="" type="checkbox"/> Other (please identify in Question 8a, below)
<input type="checkbox"/> Using technology to differentiate instruction in the language classroom	

8a. If 'Other' was selected in Question 8 above, please explain here.

Due to Limited ELL Enrollment, the Quogue Union Free School District qualified for the CR Part 154 Professional Development Waiver from the Office of Biligual Education and World Languages through NYSED.



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V. NYSED Initiatives Alignment

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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.

<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website.</li> <li><input checked="" type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.</li> <li><input checked="" type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment.</li> <li><input type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.</li> <li><input checked="" type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district.</li> <li><input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed.</li> <li><input checked="" type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.</li> <li><input checked="" type="checkbox"/> 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.</li> <li><input checked="" type="checkbox"/> 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.</li> <li><input checked="" type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for</li> <li><input type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)/</li> <li><input checked="" type="checkbox"/> 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.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 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.</li> <li><input checked="" type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./</li> <li><input type="checkbox"/> Provide online mentoring programs.</li> <li><input type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.</li> <li><input checked="" type="checkbox"/> Offer a technology/support hotline during flexible hours.</li> <li><input checked="" type="checkbox"/> Make sure technology/support is offered in multiple languages.</li> <li><input type="checkbox"/> Other (Please identify in Question 9a, below)</li> </ul>
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**2022-2025 Instructional Technology Plan - 2021**V. NYSED Initiatives Alignment

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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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2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

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1. Staff Plan

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

	Full-time Equivalent (FTE)
District Technology Leadership	0.00
Instructional Support	0.20
Technical Support	0.00
<b>Totals:</b>	<b>0.20</b>

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	Instructional and Administrative Software	N/A	30,000	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
2	End User Computing Devices	N/A	180,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	N/A

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VI. Administrative Management Plan

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					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	
3	Other (please identify in next column, to the right)	Security	210,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input checked="" type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" 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	Other (please identify in next column, to the right)	Full time Network Specialist consultant	104,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	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
					<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 checked="" type="checkbox"/> N/A	
<b>Totals:</b>			524,000			

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.**

<https://www.quogueschool.com/domain/97>

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2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

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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.

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

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

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

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	Name of Contact Person	Title	Email Address	Innovative Programs
				<input type="checkbox"/> Learning Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <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 to obtain more information about the innovative program(s) at your district.

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

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VII. Sharing Innovative Educational Technology Programs

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	Name of Contact Person	Title	Email Address	Innovative Programs
				<ul style="list-style-type: none"> <li>Learning with Technology</li> <li><input type="checkbox"/> Infrastructure</li> <li><input type="checkbox"/> OER and Digital Content</li> <li><input type="checkbox"/> Online Learning</li> <li><input type="checkbox"/> Personalized Learning</li> <li><input type="checkbox"/> Policy, Planning, and Leadership</li> <li><input type="checkbox"/> Professional Development / Professional Learning</li> <li><input type="checkbox"/> Special Education Instruction and Learning with Technology</li> <li><input type="checkbox"/> Technology Support</li> <li><input type="checkbox"/> Other Topic A</li> <li><input type="checkbox"/> Other Topic B</li> <li><input type="checkbox"/> Other Topic C</li> </ul>
Please complete all columns	(No Response)	(No Response)	(No Response)	<ul style="list-style-type: none"> <li><input type="checkbox"/> 1:1 Device Program</li> <li><input type="checkbox"/> Active Learning Spaces/Makers paces</li> <li><input type="checkbox"/> Blended and/or Flipped Classrooms</li> <li><input type="checkbox"/> Culturally Responsive Instruction with Technology</li> <li><input type="checkbox"/> Data Privacy and Security</li> <li><input type="checkbox"/> Digital Equity Initiatives</li> <li><input type="checkbox"/> Digital Fluency Standards</li> <li><input type="checkbox"/> Engaging School Community through Technology</li> <li><input type="checkbox"/> English Language Learner</li> <li><input type="checkbox"/> Instruction and</li> </ul>



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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				<ul style="list-style-type: none"><li>Learning with Technology</li><li><input type="checkbox"/> Infrastructure</li><li><input type="checkbox"/> OER and Digital Content</li><li><input type="checkbox"/> Online Learning</li><li><input type="checkbox"/> Personalized Learning</li><li><input type="checkbox"/> Policy, Planning, and Leadership</li><li><input type="checkbox"/> Professional Development / Professional Learning</li><li><input type="checkbox"/> Special Education</li><li>Instruction and Learning with Technology</li><li><input type="checkbox"/> Technology Support</li><li><input type="checkbox"/> Other Topic A</li><li><input type="checkbox"/> Other Topic B</li><li><input type="checkbox"/> Other Topic C</li></ul>

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