2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 05/24/2022

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

Dr. Thomas DeNicola

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 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email

edtech@nysed.gov.

Page Last Modified: 06/21/2022

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

The mission of the Westbury Public Schools is to support students' academic, social and moral growth, to foster a lifelong commitment to learning, and to encourage responsible contributions to society. We seek to create a partnership reflecting the high standards of supportive families, conscientious learners, committed staff, and an involved community. These goals should maximize the potential for student success.

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

The Westbury School District has a commitment to providing our students with an exceptional education. The goal is to instill a love of learning in each student and to encourage him or her to become independent and critical thinkers, learning to express their ideas clearly and creatively. Our students will gain the understanding that we live in an ever-growing interconnected world, where cooperation and collaboration are key parts of their success. The foundation of our vision is that all members of the Westbury Learning Community should be able to:
 • Integrate the appropriate technologies as a tool for teaching, learning, and assessment.
 • Allow all users to obtain access to appropriate technology throughout the Westbury School District, including but not limited to, classrooms, labs, libraries, and offices, using both desktop computers and mobile devices.
 • Keep technology as a focus for professional development district-wide, increasing staff confidence, ensuring the implementation of new technologies in the classroom.
 • Use various technology as a tool for research, presentation, communication, and expression.
 • Utilize technologies to enhance collaboration within the Westbury Learning Community as well as globally.
 • Recognize and respect District policies focusing on acceptable usage, appropriate internet usage, and digital citizenship.
 • Continue to equip the districts with the latest educational technology tools including laptops and tablets, collaboration boards, virtual/augmented reality kits, eSport equipment, simulation software, and makerspaces.
 • Redesign classroom and library learning spaces to support new technologies to allow for flexible learning environments and support learner-centered teaching methods.
To make sure our vision is realized, we must keep an open mind to the idea that technology is rapidly evolving. Thus, evaluating current and possible future technologies is an important part of maintaining the District's Educational Technology Plan. Additionally, Westbury has a commitment to maintaining a strong infrastructure, including financial and technical support and professional development for staff.

Page Last Modified: 06/21/2022

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.**

The implementation of the Westbury Public Schools Technology Plan is an ongoing process requiring a continuous review and update due to the ever-changing educational technology requirements and student needs. The District Instructional Technology Planning Committee meets every month to review input and feedback from the following resources:

 1. Board: Board of Education establishes policies on the proper use of technology in the classroom and the impact it has on the learning process. It also is responsible for the funding necessary to implement a strong Technology Program.

 2. Superintendent and Central Administration: The Superintendent holds accountable and supports employees with responsibilities of implementing the use of technology within the schools. The Director of Instructional Technology directly reports to the Assistant Superintendent for Curriculum and Instruction. The Assistance Superintendent for Curriculum and Instructions makes recommendations to the Superintendent regarding the staffing needed to support instructional technology integration into daily instruction.

 3. Building Administration: Building Principals identify the instructional models used in their buildings. They also evaluate the teachers on effective use of instructional practice integrating technology. They serve as liaisons in the proper implementation of Technology in the classroom.

 4. Department Chairs: Serve as models for proper integration of technology in the classroom.

 5. Teachers: Are responsible for learning how to use technology appropriately and to the greatest benefit of students. Their feedback is very critical.

 6. Library Media Specialist: Not only do they use the latest educational technology techniques, but also assist in training teachers on the best methods using tech tools. Help build computer literacy skills among students.

 7. Student Leaders: Provide critical feedback on the student perspective on the success of technology integration in the classroom.

 8. Technology Director and Support Personnel: Responsible for implementing the Educational Technology Vision for the use of technology in the schools.

The Technology Plan was developed through a collaborative process involving members from each of the above stakeholder groups during monthly Technology Committee Meetings. The initial plan was developed by teachers, library media specialists, educational technology teachers, administrators, students, and members of the technology department. The determination of the goals was based on feedback from the above stakeholder groups focusing on the need for a K-12 Technology Scope and Sequence. This feedback also revealed the need for a districtwide technology curriculum. Once the initial plan was complete, a draft was shared with members of central administration to ensure alignment with the district's strategic plan, vision, and mission. The final plan was then shared with the Board of Education.

Page Last Modified: 06/21/2022

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

The district's Technology Plan submitted in June 2018 included a goal focusing on implementing a 1:1 device initiative for students. This goal has been achieved. The district has successfully implemented a 1:1 device initiative in which all students have access to a district-issued device. In addition, the district is currently providing internet connectivity to over 2,500 students. The district continually monitors the needs of students by administering Digital Equity Surveys, conducting parent forums, and providing ongoing technical support for all stakeholders.

In 2018, the district technology plan included goals focusing on professional development and instructional opportunities focusing on STEAM and computer science. This plan continues that work by including detailed goals focusing on developing a Pre-K-12 scope and sequence and an interdisciplinary instructional technology curriculum grades Pre-K-12. These goals will provide the district with an opportunity to plan, design, and implement a curriculum and scope and sequence focusing specifically on technology integration; thus, providing teachers with the instructional materials and resources needed to engage our scholars in 21st-century learning.

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

At the inception of the pandemic, the district had to pivot to a complete remote model and deliver instruction utilizing virtual modalities. After purchasing devices 4000 devices) and implementing a one-to-one initiative for Pre-K-12, the district shifted to a complete remote model. This process involved surveying families to determine connectivity needs. Partnerships were then formed to provide internet connectivity to all students by distributing mifis and providing access to mobile hotspots. Additionally, the instructional staff modified their instructional practices and expand their knowledge of pedagogy focusing on remote learning and digital platforms. The staff accepted this challenge and transformed teaching and learning in the district. The goals included in this plan focus on maintaining and enhancing the instructional methodologies acquired during the pandemic. The district will provide ongoing professional development to our staff to accomplish these goals. These learning opportunities will include workshops, conferences, push-in consulting, and turn-key training. The district will also create a repository of tutorials (video, audio, written) that will focus on integrating technology into daily instruction and lesson planning. The district will also engage in a curriculum writing initiative in which various stakeholders (teachers, administration, community members, and students) will develop and implement an interdisciplinary Pre-K-12 curriculum focusing on integrating computer science and technology into all curricula areas. This initiative will also include the development of a Pre-K-12 scope and sequence for technology. Additionally, the district will continue to retrofit our classrooms, labs, and libraries to reflect 21st-century learning environments.

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

Yes

Page Last Modified: 06/21/2022

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

The Professional Development Committee surveys faculty to obtain the scope of needs. It then provides faculty with PD topics and timeframe that supports the curriculum: The following areas have been identified by faculty as priority PD topics:

Managing the needs of special education students using technology

Meeting the needs of ENL students using technology

Social-Emotional Learning (SEL)

Makerspaces

Effective Communication with Families

Using interactive flat panels in instruction

Project-Based Learning

Inquiry-Based Learning

Differentiated Instruction

Growth Mindset

Coding and Robotics

Diverse Learner Techniques

1:1 program with Chromebooks and Tablets

Gaming in Education

Various software programs such as Thinkcentral, IXL, Google G-Suite including Google Classroom

Teaching literacy in the content areas using technology

Integrating the Computer Science and Digital Fluency Learning Standards into curriculum and instruction

Subsequent to identifying the above topics, the Professional Development Committee worked with building leadership to identify lead teachers from each grade level that will participate in targeted professional development starting in March 2022. These teachers will engage in ongoing professional development related to the above topics and act as turn-key trainers for their specific buildings. Lead teachers will deliver professional development during PLCs, professional periods, common planning periods, and using a push-in model during instruction. Professional development will be ongoing over the next few years as lead teachers and the Technology Committee revise the curriculum to reflect the Computer Science and Digital Fluency Learning Standards.

The effectiveness of the professional development plan will be measured through the collection of both qualitative and quantitative data. Quantitative data will be collected through the distribution of surveys designed to collect data focusing on the effectiveness of professional learning being delivered. These surveys will contain questions that gather data related to professional learning effectiveness, reliability, targeted need, and teacher capacity. Qualitative data will be collected through learning walks, walkthroughs, formal observations, and focus groups. All of the collected data will be consistently analyzed and used to make improvements and revisions to the existing plan.

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.

Page Last Modified: 03/21/2022

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

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

      Significantly

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

      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:

      Fully

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

      Significantly

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

      Fully

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.

Page Last Modified: 06/23/2022

1.   **Enter Goal 1 below:**

Collaboratively developing an instructional technology scope and sequence for grades PreK-12 that includes the following components:

• Developing horizontal and vertical alignment

• Scope and Sequence include Computer Science and Digital Fluency Learning Standards, ISTE, AASL Standards, 21st-century

   learning skills (critical thinking, collaboration, communication, creativity), Project-based learning, inquiry-based learning

• Creating a technology skills assessment for incoming students (maybe part of the registration process/pre-entrance workshop/skills

   assessment after enrollment) and providing ongoing tech support for all stakeholders

• Developing lesson plan templates for integrating technology in daily instruction

• Developing curriculum to meet the needs of all students - Second language learners and students with disabilities

• PreK-12 continued support/exposure Elementary Grades K-5: courses offerings introducing digital citizenship, coding, research, and

   collaboration tools and makerspaces, Internet safetyGrades 6-8: rich digital media, project-based learning, design, and engineering

   methodsGrades 9-12: Computer Science essentials, simulations, game design, app development, research projects, and

   introductory courses in mechatronics and data analytics, video and audio production, and editing

• Develop community partnerships with local technology companies for mentor programs, internship opportunities, and lecture series

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

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

☑ Teachers/Teacher Aides

☑ Administrators

☑ Parents/Guardians/Families/School Community

☑ Technology Integration Specialists

☐ Other

Page Last Modified: 06/23/2022

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

The District utilizes Google Forms, usage logs, interviews, and surveys to gather feedback from parents, students, administrators, and teachers to evaluate the needs and progress of the district initiatives. Classroom walkthroughs, learning walks, and observations by the district administration and instructional staff provide information on the implementation, effectiveness, and outcomes of district initiatives. This process will be utilized to collect ongoing data related to the plan's goals. Quantitative and qualitative data will be analyzed to determine the progress of each goal and adjustments will be made as needed. Project management software will be used to track the progress of each goal and identify each stakeholder that is working on each goal. Goals that are identified as complete, will be shared with all stakeholder groups to ensure the completion of each step and the ultimate goal.

The progress and effectiveness of each goal will be measured through qualitative and quantitative data collection. Quantitative data will be collected through the distribution of surveys designed to collect data focusing on the effectiveness and progress of each goal. These surveys will contain questions that gather data related specifically to each goal's ongoing work and finished product. Qualitative data will be collected through learning walks, walkthroughs, formal observations, and focus groups. All of the collected data will be consistently analyzed and used to make improvements and revisions to each goal as needed.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Collaboration	Ongoing collaboration with the Technology Committee to research, plan, and design a Pre-K-12 scope and sequence for technology integration.	Director of Technology	Assistant Superintendent for Curriculum and Instruction	06/30/2023	0
Action Step 2	Budgeting	Collaboration with the business office in order to identify and allocate funds to pay teachers to develop the Pre-K-12 instructional technology scope and sequence.	Director of Technology	Assistant Superintendent for Finance	06/30/2023	0
Action Step 3	Curriculum	Providing ongoing	Director of	EdTech Teachers	06/30/2	50,000

Page Last Modified: 06/23/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		professional development focusing on the Pre-K-12 scope and sequence.	Technology		023	
Action Step 4	Evaluation	Evaluating the effectivemess of the implementation by administering surveys and conducting learning walks.	Director of Technology	Technology Committee	06/30/2023	0

7.   **This question is optional.**

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

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

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.

Page Last Modified: 06/23/2022

1. **Enter Goal 2 below:**

Expand Professional Development opportunities for PreK-12 educators providing highly effective professional development using embedded coaching models to support the integration of platforms/software, instructional practices, and technology initiatives. Create a tier system to support instructions using a flexible timeframe and peer support. Develop a repository bank to store professional development resources and materials.

- The district will survey faculty on needs and knowledge assessment gauging comfort levels in technology integration
- The district will analyze the results of the survey and provide professional development based on feedback
- Development needs assessment identifying the resources used at every grade level
- The district will provide opportunities for faculty to attend in district, out of district, online, and conference-based training
- The building administrators will evaluate the professional development and its effectiveness and meet with Assistant Superintendent Curriculum and Instruction to plan future requirements and opportunities
- Instructors will be provided with professional development to ensure successful implementation and capacity growth
- Develop community partnerships with local technology companies for mentor programs, internship opportunities, and lecture series
- Teachers will investigate and demonstrate the use of technology resources to support instructional strategies that engage students in cooperative learning activities
- Teachers will use technology resources to differentiate and support instructional strategies that address multiple ways for students to present and access their work

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

Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies

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

☑ All students

☐ Early Learning (Pre-K -3)

☐ Elementary/intermediate

☐ Middle School

☐ High School

☐ Students with Disabilities

☐ English Language Learners

☐ Students who are migratory or seasonal farmworkers, or children of such workers

☐ Students experiencing homelessness and/or housing insecurity

☐ Economically disadvantaged students

☐ Students between the ages of 18-21

☐ Students who are targeted for dropout prevention or credit recovery programs

☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence

☐ Students who do not have internet access at their place of residence

☐ Students in foster care

☐ Students in juvenile justice system settings

☐ Vulnerable populations/vulnerable students

☐ Other (please identify in Question 3a, below)

Page Last Modified: 06/23/2022

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

☑ Teachers/Teacher Aides

☑ Administrators

☑ Parents/Guardians/Families/School Community

☑ Technology Integration Specialists

☐ Other

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

The District utilizes Google Forms, usage logs, interviews, and surveys to gather feedback from parents, students, administrators, and teachers to evaluate the needs and progress of the district initiatives. Classroom walkthroughs, learning walks, and observations by the district administration and instructional staff provide information on the implementation, effectiveness, and outcomes of district initiatives. This process will be utilized to collect ongoing data related to the plan's goals. Quantitative and qualitative data will be analyzed to determine the progress of each goal and adjustments will be made as needed. Project management software will be used to track the progress of each goal and identify each stakeholder that is working on each goal. Goals that are identified as complete, will be shared with all stakeholder groups to ensure the completion of each step and the ultimate goal.

The progress and effectiveness of each goal will be measured through qualitative and quantitative data collection. Quantitative data will be collected through the distribution of surveys designed to collect data focusing on the effectiveness and progress of each goal. These surveys will contain questions that gather data related specifically to each goal's ongoing work and finished product. Qualitative data will be collected through learning walks, walkthroughs, formal observations, and focus groups. All of the collected data will be consistently analyzed and used to make improvements and revisions to each goal as needed.

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	Collaboration	Collaborate with the Technology Committee and the EdTech teachers to create professional development opportunities for staff and community members.	Director of Technology	Technology Committee	02/28/2023	0
Action Step 2		Communicating with		Technology	03/31/2	0

Page Last Modified: 06/23/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Communications	all stakeholders regarding the repository of technology resources and tutorials created in action step one.	Director of Technology	Committee	023	
Action Step 3	Professional Development	Providing ongoing professional development for staff and community members focusing on the technology repository and technology offered throughout the district.	Director of Technology	Technology Committee	06/30/2023	75,000
Action Step 4	Evaluation	Evaluating the effectiveness of the professional development through the administration of surveys and conducting classroom observations.	Director of Technology	Technology Committee	06/30/2023	0

7. **This question is optional.**

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

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 06/23/2022

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

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.

Page Last Modified: 06/23/2022

1.　　**Enter Goal 3 below:**

Developing an interdisciplinary curriculum Integrating technology across all grade levels.

• Ensure vertical and horizontal alignment

• Review scope and sequence from Goal #1 to create goals for the classroom curriculum

• Ensuring that all students have access to wifi at home

• Develop community partnerships with local technology companies for mentor programs, internship opportunities, and lecture series.

• In district resource guide

• Implementing (focus on) college and career readiness, technology skills, information literacy skills

• Digital citizenship/internet safety incorporated into all curriculum

• Incorporate computer science, coding, and the Engineer Design Process into the Pre-K-12 curriculum

• Create community engagement via partnerships, internships, and collaborations with families.

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

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

☑ Teachers/Teacher Aides

☑ Administrators

☑ Parents/Guardians/Families/School Community

☑ Technology Integration Specialists

☐ Other

Page Last Modified: 06/23/2022

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

The District utilizes Google Forms, usage logs, interviews, and surveys to gather feedback from parents, students, administrators, and teachers to evaluate the needs and progress of the district initiatives. Classroom walkthroughs, learning walks, and observations by the district administration and instructional staff provide information on the implementation, effectiveness, and outcomes of district initiatives. This process will be utilized to collect ongoing data related to the plan's goals. Quantitative and qualitative data will be analyzed to determine the progress of each goal and adjustments will be made as needed. Project management software will be used to track the progress of each goal and identify each stakeholder that is working on each goal. Goals that are identified as complete, will be shared with all stakeholder groups to ensure the completion of each step and the ultimate goal.

The progress and effectiveness of each goal will be measured through qualitative and quantitative data collection. Quantitative data will be collected through the distribution of surveys designed to collect data focusing on the effectiveness and progress of each goal. These surveys will contain questions that gather data related specifically to each goal's ongoing work and finished product. Qualitative data will be collected through learning walks, walkthroughs, formal observations, and focus groups. All of the collected data will be consistently analyzed and used to make improvements and revisions to each goal as needed.

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.**

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Collaboration	Ongoing collaboration with the Technology Committee and the Edtech teachers to research, plan, and design an interdisciplinary curriculum integrating technology across all grade levels.	Director of Technology	Assistant Superintendent Curriculum and Instruction and Technology Committee	09/29/2023	0
Action Step 2	Budgeting	Collaboration with the business to allocate funds for curriculum writing.	Director of Technology	Assistant Superintendent for Finance	09/01/2023	0
Action Step 3	Curriculum	Writing the curriculum.	Director of Technology	Assistant Superintendent Curriculum and Instruction and	08/31/2023	50,000

Page Last Modified: 06/23/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
				Technology Committee		
Action Step 4	Evaluation	Evaluating the effectiveness of the curriculum through surveys and classroom observations.	Director of Technology	Technology Committee	09/30/2024	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	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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

Yes

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.

Page Last Modified: 06/23/2022

1.
   Enter Goal 4 below:

Redesign current Library Media Centers, iLabs (computer lab), and classrooms into 21st century learning environments including flexible learning commons to provide open transparent spaces that encourage teachers and students to communicate, collaborate, and share.

• Flexible spaces would be designed with furniture and digital resources along with traditional books that allow students to interact with the content, utilize technology, interact with the space and each other in order to foster 21st-century skills and enhance their learning

• Collaborate with architects, district administration, building leadership, faculty, parents, student representatives, and community members in planning and upgrading current library multimedia centers, iLabs (computer labs), and classrooms into learning commons in all district schools

• The budget process for funds to support the inclusion of 21st-century learning spaces throughout the district

• Upgrade of new learning commons including furniture, lighting, technology enhancements, digital content, and power requirements

• Professional Development for District library multimedia specialists, Technology Specialist, and Classroom staff on instructional best practices, tools, and resources in new learning commons

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	
☐ High School	☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
☐ Students with Disabilities	
☐ English Language Learners	
☐ Students who are migratory or seasonal farmworkers, or children of such workers	☐ Students who do not have internet access at their place of residence
☐ Students experiencing homelessness and/or housing insecurity	☐ Students in foster care
	☐ Students in juvenile justice system settings
	☐ Vulnerable populations/vulnerable students
	☐ Other (please identify in Question 3a, below)

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

☑ Teachers/Teacher Aides

☑ Administrators

☑ Parents/Guardians/Families/School Community

☑ Technology Integration Specialists

☐ Other

Page Last Modified: 06/23/2022

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

The District utilizes Google Forms, usage logs, interviews, and surveys to gather feedback from parents, students, administrators, and teachers to evaluate the needs and progress of the district initiatives. Classroom walkthroughs, learning walks, and observations by the district administration and instructional staff provide information on the implementation, effectiveness, and outcomes of district initiatives. This process will be utilized to collect ongoing data related to the plan's goals. Quantitative and qualitative data will be analyzed to determine the progress of each goal and adjustments will be made as needed. Project management software will be used to track the progress of each goal and identify each stakeholder that is working on each goal. Goals that are identified as complete, will be shared with all stakeholder groups to ensure the completion of each step and the ultimate goal.

The progress and effectiveness of each goal will be measured through qualitative and quantitative data collection. Quantitative data will be collected through the distribution of surveys designed to collect data focusing on the effectiveness and progress of each goal. These surveys will contain questions that gather data related specifically to each goal's ongoing work and finished product. Qualitative data will be collected through learning walks, walkthroughs, formal observations, and focus groups. All of the collected data will be consistently analyzed and used to make improvements and revisions to each goal as needed.

6. **List the action steps that correspond to Goal #4 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	Planning	Collaborate with architect, district administration, building leadership, faculty, parents, student representatives and community members in planning and upgrade of current library multimedia centers into learning commons in all district schools.	Director of Technology	Superintendent	06/30/2023	0
Action Step 2	Budgeting	Budget process for funds to support learning commons upgrade.	Director of Technology	Assistant Superintendent for Finance	06/30/2023	0
Action Step 3		Upgrade of new	Director of	Superintendent	06/28/2	400,000

Page Last Modified: 06/23/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Implementation	learning commons including furniture, lighting, technology enhancements, digital content and power requirements.	Technology		024	
Action Step 4	Professional Development	Professional Development for District library multimedia specialists on instructional best practices, tools and resources in new learning commons.	Director of Technology	Technology Committee	06/28/2024	25,000

7.   **This question is optional.**

If more action steps are needed, continue to list the action steps that correspond to Goal #4 from your answer to Question 1, above.

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

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

No

Page Last Modified: 06/23/2022

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.

Page Last Modified: 06/21/2022

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 Westbury Union School District implemented a K-12 1:1 device initiative during the 2020 school year. This initiative resulted in increased utilization of technology by students and teachers. Teachers utilize a plethora of digital platforms such as Google Classroom to engage students in learning both in class and at home. Teachers promote greater student engagement by using interactive flat panels, document cameras, iMacs, eGlass, and software during lesson instruction. Software platforms such as Nearpod are consistently used during instruction to assess student understanding and proficiency of the content being presented. In order to support academic progress and increase technical capacity to enable high-quality digital learning, the district will provide teachers with ongoing professional development in the areas of technology integration. This will allow the teachers to use technology more effectively and provide them with opportunities to create a seamless environment where technology is an integral part of the curriculum and classroom instruction. The teachers will continually plan to utilize instructional technology to strengthen 21st-century skills in the area of communications, collaboration, critical thinking, and creativity (4cs). Technology will be also used to enhance personalized learning, blended learning, and assistive learning. The district will continuously evaluate new technologies and resources, rigorous academic courses, and curricula along with 21st-century learning spaces to provide high-quality learning opportunities for students.

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 district will continue to administer Digital Equity Surveys in order to determine needs and ensure that all of our scholars and staff have access to a device, the internet, and all educational platforms utilized by the district.
   Develop community partnerships using Parent Universities and community forums to enhance the ability of parents, students, and community members to use district-based educational hardware and software programs. The district will develop a repository of professional development tutorials as a reference guide, to encourage continued growth in various areas.

Page Last Modified: 06/21/2022

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.**

Teachers consistently plan and implement lessons and units that incorporate technology in order to support students' academic and linguistic needs. Software platforms are used to support language acquisition by providing visuals, reading texts aloud, and providing access to annotation. Software is also used to meet the academic needs of all students by providing different activities and resources, scaffolding content, reading text aloud, and providing visuals. hardware is also used to meet the needs of students. The district used iPads, iMacs, Chromebooks, and PCs to provide students with the tools needed to acquire content and skills through visual, auditory, and actual mediums. The needs of students are also met by the following tools and resources:

Assistive technology (devices, software) is provided to students to support and ensure access to and participation in the general education curriculum.

Classified students in grades K-2 receive additional instruction and support in iRead and Razz Kids. These applications support students with disabilities in the areas of reading comprehension strategies.

Students in grades 3, 4, and 5 utilize System 44 to support and enhance phonemic awareness and reading comprehension.

Students in grades 6-8 utilize Read 180 level B and System 44 for phonics and reading comprehension support and enhancement.

Students in grades 9-12 utilize Nearpod and other software platforms to increase student engagement and collaboration.

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)

Page Last Modified: 06/21/2022

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

☑ Technology to support writers in the elementary classroom

☑ Technology to support writers in the secondary classroom

☑ Research, writing and technology in a digital world

☑ Enhancing children's vocabulary development with technology

☑ Reading strategies through technology for students with disabilities

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

☑ Using technology to differentiate instruction in the special education classroom

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

☑ Multiple ways of assessing student learning through technology

☑ Electronic communication and collaboration

☑ Promotion of model digital citizenship and responsibility

☑ Integrating technology and curriculum across core content areas

☑ Helping students with disabilities to connect with the world

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

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

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

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

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

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

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

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

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

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

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

V. NYSED Initiatives Alignment

Page Last Modified: 06/21/2022

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)

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

☑ Technology to support writers in the elementary classroom

☑ Technology to support writers in the secondary classroom

☑ Research, writing and technology in a digital world

☑ Writing and technology workshop for teachers

☑ Enhancing children's vocabulary development with technology

☑ Writer's workshop in the Bilingual classroom

☑ Reading strategies for English Language Learners

☑ Moving from learning letters to learning to read

☑ The power of technology to support language acquisition

☑ Using technology to differentiate instruction in the language classroom

☑ Multiple ways of assessing student learning through technology

☑ Electronic communication and collaboration

☑ Promotion of model digital citizenship and responsibility

☑ Integrating technology and curriculum across core content areas

☑ Web authoring tools

☑ Helping students connect with the world

☑ The interactive whiteboard and language learning

☑ Use camera for documentation

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

Page Last Modified: 06/21/2022

9. **How does the district utilize technology to address the needs of students experiencing homelessness and/or housing insecurity to ensure equitable access to instruction and learning? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

☑ McKinney-Vento information is prominently located on individual school websites, as well as the district website.

☑ If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.

☑ Offer/phone/enrollment as an alternative to/in-person/enrollment.

☑ Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity

☑ Create a survey to obtain information/about students' living situations,/contact information,/access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs.

☑ Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and

☑ Provide students a way to protect and charge any devices they are provided/with/by the district.

☑ Replace devices that are damaged or stolen/as needed.

☑ Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.

☑ Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity.

☑ Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website.

☑ Class lesson plans, materials, and assignment instructions are available to students and families for

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

☑ Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work.

☑ Adjust assignments/to be completed successfully using/only/the/resources students have available./

☑ Provide online mentoring programs.

☑ Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.

☑ Offer a technology/support hotline during flexible hours.

☑ Make sure technology/support is offered in multiple languages.

☐ Other (Please identify in Question 9a, below)

Page Last Modified: 06/21/2022

clarify enrollment instructions.

☑ Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.

☑ Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.

☑ 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.

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.**

☑ a) 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.

☑ b) The district uses instructional technology to facilitate classroom projects that involve the community.

☑ c) 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.

☑ d) The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.

☑ e) 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.

☑ f) The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.

☐ g) Other (please identify in Question 10a, below)

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.

Page Last Modified: 06/23/2022

1.   **Staff Plan**

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	12.00
Technical Support	7.00
Totals:	**20.00**

2.   **Investment Plan**

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

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

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

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

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	Other (please identify in next column, to the right)	Curriculum Writing	50,000	Both	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column,	N/A

Page Last Modified: 06/23/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					to the right) ☐ N/A	
2	Professional Development	N/A	75,000	Both	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
3	Other (please identify in next column, to the right)	Curriculum Writing	50,000	Both	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional	N/A

Page Last Modified: 06/23/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
4	Other (please identify in next column, to the right)	Redesign Library Media Centers (Creative commons) and PD	425,000	N/A	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☑ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
Totals:			**600,000**			

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

Yes

Page Last Modified: 06/23/2022

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.westburyschools.org/domain/36

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.

Page Last Modified: 06/02/2022

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

☑ 1:1 Device Program	☑ Engaging School Community through Technology	☑ Policy, Planning, and Leadership
☑ Active Learning Spaces/Makerspaces		☑ Professional Development / Professional Learning
☑ Blended and/or Flipped Classrooms	☑ English Language Learner	
	☑ Instruction and Learning with Technology	☑ Special Education Instruction and Learning with Technology
☑ Culturally Responsive Instruction with Technology		
☑ Data Privacy and Security	☑ Infrastructure	
	☑ OER and Digital Content	☑ Technology Support
☑ Digital Equity Initiatives	☑ Online Learning	☐ Other Topic A
☐ Digital Fluency Standards	☑ Personalized Learning	☐ 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	Dr. Thomas DeNicola	Director of Technology and Information Services	tdenicola@westburyschools.org	☑ 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

Page Last Modified: 06/02/2022

	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

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)	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 06/02/2022

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

Page Last Modified: 06/02/2022

	Name of Contact Person	Title	Email Address	Innovative Programs
				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

Page Last Modified: 06/02/2022

	Name of Contact Person	Title	Email Address	Innovative Programs
				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 Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized Learning ☐ Policy, Planning, and Leadership ☐ Professional Development /

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 06/02/2022

	Name of Contact Person	Title	Email Address	Innovative Programs
				Professional Learning ☐ Special Education Instruction and Learning with Technology ☐ Technology Support ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C

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.