2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

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

    Debora Van Slyke

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

    Other

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

    Director of Curriculum & Instruction

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

   Mission: Clinton Central School proudly educates and empowers students to realize their potential and become thoughtful, contributing members of society.

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

   Vision: Our students are prepared through engaging, meaningful and challenging learning opportunities delivered by motivated and inspired professionals, and supported through collaborative partnerships with family, businesses, civic organizations, and institutions of higher education. In the Clinton Central School District, our vision is that students are prepared through engaging, meaningful and challenging learning opportunities delivered by motivated and inspired professionals, and supported through collaborative partnerships with family, businesses, civic organizations, and institutions of higher education. In order to achieve this vision, we need to provide our students and teachers with the ability to utilize technology in a way that meets the demands of the current technological world we live in, and prepare them for the future. The implementation of instructional technology should enhance learning opportunities for ALL learners as measured by student academic achievement, as well as provide students the necessary foundations for college, career and civic readiness upon commencement. The district plans to use digital connectivity and technology to improve teaching and learning. This includes identifying strategies to promote the implementation and effective use of the NYS K-12 Computer Science & Digital Fluency Learning Standards and the The district plans to use digital connectivity and technology to improve teaching and learning. This includes identifying strategies to promote the implementation and effective use of the NYS K-12 Computer Science & Digital Fluency Learning Standards and the International Society for Technology Education (ISTE) Standards in our classrooms and among students, teachers, and administrators.

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.**

   Clinton CSD's 2022-25 Instructional Technology Plan was developed as a result of the many conversations that we've had over the last two years. Multiple stakeholders (ie. students, faculty, staff, administrators, Board of Education, community members, consultants, BOCES, MORIC, etc.) participated and shared their insight and expertise through the many meetings, professional development/learning opportunities, Vision 2025 strategic goals development, surveys, annual technology integration proposals, annual technology budget planning that included ongoing multi-year purchasing as we continue to transition to 1:1 computing. In addition, the completion of our district's capital project that included an extensive, districtwide "state of the art" renovation of our technology infrastructure and security systems in order to provide connectivity and access for all learners. Collaborative conversations and professional learning centered around data privacy and security, analysis of the 2018-2021 Instructional Technology plan, instructional technologies (Zoom/Google Meet, Single Sign On, district communication, connectivity needs) and professional learning in response to COVID-19. Based on that work, the 2022-2025 Instructional Technology Plan goals and action steps were developed to reflect next steps towards data security & privacy (ie. Multi-factor authentication, eSignatures), professional learning and the need to explore and develop K-12 instructional courses/opportunities that are in alignment with the NYS K-12 Computer Science & Digital Fluency Learning Standards. District Instructional Technology Committee: 2/6/19, 4/6/22, 4/27/22 District Leadership Team & Professional Development Center (PDC) Coordinator Capital Project 2019-2022 - Ongoing meetings, planning, updates with consultants, architect, district faculty & staff, vendors Assistant Superintendent, Network Administrator & Building & Grounds Supervisor - biweekly meetings or as needed Director of Curriculum & Instruction/PDC Coordinator: biweekly meetings or as needed Network Administrator - biweekly planning/implementation meetings or as needed Board of Education Presentations: 3/24/20, 9/22/20, 10/29/20, 12/14/21, 4/19/22 MORIC Technology Leadership Meetings: 2/1/19, 5/15/19, 11/15/19, 1/15/20, 11/18/20, 6/8/21, 10/13/21, 12/15/21, 2/16/22, 4/20/22 MORIC Technology Planning User Group meetings: 10/6/21, 12/8/21, 2/9/22, 3/30/22, 4/1/22 Data Privacy/DPO meetings: 1/5/21, 3/23/21, 5/25/21, 6/2/21, 11/2/21, 2/1/22, 2/23/22, 5/3/22 Professional Learning Plan Committee: 6/20/21, 1/26/22 Vision 2025 Advisory Committee: 1/9/20, 5/27/20, 6/10/20, 6/21/20, 6/24/20 MORIC Collaborations OHM BOCES Technology team & Buzz Collaborations Grade level & departmental meetings Consultants: Archi-Technology

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

The Clinton Central School District's Instructional Technology Plan builds upon, and continues the work of the three-year plan by identifying areas that the school district exceeded their intended vision in light of the COVID-19 pandemic as well as identified ongoing areas to support teacher and student access needs related to digital learning shifts. The district plans to build on the previous three-year goals by developing and implementing a solid sustainability plan, supporting equitable access to learning via technologies, and implementing ongoing, timely professional development and coaching support for technology integration aligned with new standardized technology hardware and software. In addition, the new three-year plan will include an articulated set of goals and action steps to provide professional development, develop and implement courses/programs for each grade level band (K-5, 6-8 and 9-12) in alignment with the current K-12 NYS Computer Science & Digital Fluency Standards as well the International Society of Technology Education (ISTE) Standards.

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

As a result of the COVID pandemic, the district deployed 1:1 Chromebooks for students as well as hotspots for Internet access to support virtual connections to learning. The district leveraged existing platforms such as G Suite for Education and Agilix Buzz LMS environment. We successfully onboarded *ClassLink* as our Single Sign On (SSO) and rostering solution as well as *ParentSquare* which provided a safe and secure platform for all school-to-home communication providing two-way group messaging, private conversations, district-wide alerts and notices, and a simple user interface. Zoom Meeting licenses and Google Meet, cameras and mics were provided as well. The goal was to ensure that teachers and students had a secure space to facilitate and/or participate in virtual courses focused on standards-based instruction and enable blended learning, hybrid, asynchronous and synchronous learning opportunities. Finally, the district continues to implement a streamlined approach to standardized hardware and software applications for a cohesive, district-wide learning experience. In order for all of the above to be successful, the district transitioned to a synchronous/asynchronous Professional Learning model that was housed in Buzz and Google Classroom as well as job-embedded coaching with a focus on "Distance Learning" Skills and that were in alignment with the district's strategic goals and was responsive to *the faculty's* learning needs -- with choice built in, just like their teaching ie: Blended Learning, Buzz Intro and/or Intermediate course, Google Classroom "best practices", Google level 1 and/or 2 certification, Scheduling 1:1 appointments for "tech support", Playlists/Choice Boards related to the instructional tools teachers would use with students. Despite the transition to virtual learning, the district continued to support horizontal & vertical alignment of curriculum to the current NYS Learning Standards with a focus on assuring that the scope & sequence is adjusted/developed to support the prioritization of the essential standards, support the acceleration of potential unfinished learning from previous grades' standards, and continue to support standards-based grading & assessment design. Lastly, we continued to establish professional learning communities (locally and regionally) with a focus on responsive vertical conversations across grade levels in the identification of gaps & acceleration in learning along with growth in Instructional Technology proficiency.

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

No

6a. **What are your plans to become a fully 1:1 District? (Covers all grades K-12 as applicable)**

As part of our multi-year technology investment plan, we are continuing with a plan to insure that there is a Chromebook cart in every classroom.

6b. **When will the District become fully 1:1?**

School year 2023-2024

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

The goal of the Clinton Central School District's *Professional Learning Plan* is to elevate student achievement through research-based, data-driven, job-embedded and collaborative professional development in ways that support our teachers and our district goals. In order to meet this goal, *Learning Forward: Professional Learning Association* has prescribed a list of standards under which Professional Learning should occur. *"Standards for Professional Learning" outline the characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results. Through the "Standards for Professional Learning", Learning Forward leads the field in understanding what links professional learning to improved student achievement."* At their December 2019 meeting, the NYS Board of Regents approved the NYS Professional Learning Standards. *(Appendix C)* "New York State's Professional Learning Standards provide a blueprint for high-quality professional learning for all educators to improve outcomes that address the diversity of all students. Building on their knowledge and experiences, professional educators need to engage in on-going, sustained and continuous development, including an examination of practice as part of a lifelong professional pursuit of learning." The context of the CCS Professional Learning Plan will include a blended (synchronous & asynchronous) learning model of Professional Development that includes a focus on job-embedded, traditional training and Professional Learning Communities (PLCs). Traditional training is necessary when the desired outcome is mastery or implementation of targeted teaching skills, teaching strategies, or relaying information on changes to the systems within which the school district works (i.e. Federal Regulations, State Mandates, etc.) (Collins, 2000). However, adult learning theory ascertains that adults learn best in situations that are both collaborative and problem-based (Dufour, 2006). Thus, based on the research of authors such as Judith Warren Little, Robert Marzano, Gordon Cawelti, Linda Darling-Hammond, Milbrey McLaughlin and Joan Talbert, the CCS Professional Learning Plan will combine traditional training, job-embedded coaching and PLCs to provide teachers with the skills and knowledge necessary to improve student achievement. The process of the CCS Professional Learning Plan, in accordance with the NYS Every Student Succeeds Act, will be data-driven. Additionally, the Professional Learning Plan will use several pieces of data to evaluate its effectiveness *(Needs Analysis)*, be research-based and designed in a way that uses a variety of learning strategies (update see page 10 for a list of the activities and strategies incorporated into this plan). The process of the Professional Learning Plan will include all grade levels and content areas. Finally, the content of the Professional Learning Plan will include both equity and quality teaching. *To foster equity, the New York State ESSA plan:*

- *addresses disparities in training for teachers to help them be effective in the classroom;*
- *provides students more access to rigorous high school coursework;*
- *makes schools equally welcoming environments for all students;*
- *increases fiscal transparency in school building spending; and*
- *uses multiple measures to allow students to demonstrate proficiency in state learning standards.*

Equity will be found in the high expectations set for all students to achieve, as reflected in the goal of the Professional Learning Plan stated above. Quality teaching will be found in the variety of teaching strategies that will be the focus of Professional Learning offerings to help teachers raise student achievement. Collaborative teams in PLC schools use the four critical questions of learning to drive their collective inquiry and action research:

1. What do we want students to learn? (essential standards)
2. How will we know if they have learned? (team-developed common assessments)
3. What will we do if they don't learn? (systematic interventions)
4. What will we do if they already know it? (extended learning)

DuFour, DuFour, Eaker, Many, 2010) **Professional Learning Plan: Goal 3** Blended Learning - Classroom instruction utilizes multiple learning tools and strategies requiring students to think and write critically, be challenged, and become self-directed learners. Students engage in productive struggle with complex tasks, ideas using strategically selected learning supports and analysis tools. School leaders and teachers will proficiently integrate research-based instructional technology, blended along with their content and pedagogical expertise into the classroom in order to afford *ALL* learners with personalized learning opportunities that leverage standards-aligned, rigorous curriculum and high quality technology tools and digital content. The transition to distance learning accelerated our need to develop Instructional Technology Professional Learning opportunities that modeled blended learning strategies - synchronous, asynchronous and hybrid in order to transition towards assuring that all students would be "intellectually engaged in challenging content through well-designed learning activities and tasks that would require complex thinking. *Clinton CSD Instructional Technology Plan (2018-2021)* Goal #2: School leaders and teachers will proficiently integrate instructional technology, blended along with their content and pedagogical expertise into the classroom, that will afford ALL learners with personalized learning opportunities that leverage curriculum and standards-based, high quality technology tools and digital content. Clinton CSD Vision 2025 Strategic Goal 3.2: Classroom instruction utilizes multiple learning tools and strategies requiring students to think and write critically, be challenged, and become self-directed learners. *Domain 3: Instruction* "Student engagement in learning is the centerpiece of the *Framework for Teaching*; all other components contribute to it. When students are engaged in learning, they are not merely "busy," nor are they only "on task." Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that in the latter, students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering "what if?" questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher-arranged) choices, and making important

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contributions to the intellectual life of the class. Such activities don't typically consume an entire lesson, but they are essential components of engagement." *Danielson Framework for Teaching (2014)* **Domain 3c:** Engaging Students in Learning, Highly Effective "Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding." *Danielson Framework for Teaching (2014)* **June 2021 "Continuous School Improvement" Questionnaire Results**

- District survey data indicated that 67% of students say that they have fun learning.
- District survey data indicated that 69% of students say that they are challenged by the work that my teachers ask them to do.
- District survey data indicated that 80% of staff believe that the instructional programming is challenging.

ISTE Standards for Students *Std 1 Empowered Learner:* Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals. *Std 3 Knowledge Constructor:* Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. *Std 6 Creative Communicator:* Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. **Student interviews** *Common themes that emerged from student interviews: Personalized & Blended Learning*

- Learned some great life skills, time management, need to socialize (even if with family)
- Students learned autonomy, independence and the value of relationships
- Students want to keep tech integration and classwork/deadline flexibility
- Google Classroom very helpful, absent students could keep up.
- Enjoyed smaller classes and the ability to focus on quality of assignments than a due date

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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:**

   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:**

   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:**

   Significantly

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1. **Enter Goal 1 below:**

   The Clinton CSD will continue to be responsive, expand and improve technology systems and infrastructure in order to support current and future applications in network safety infrastructure, instructional technology, "everywhere, all the time" accessibility, data privacy, digital fluency, digital citizenship.

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

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

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

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

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

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

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

   Clinton CSD's Instructional Technology goals will be measured and evaluated annually using the following tools and metrics:
   1. Results of all aspects of the District Network Infrastructure/Connectivity Audit
   2. Annual Digital Equity Survey
   3. ClassLink Analytics
   4. ParentSquare Analytics
   5. Data Privacy - practices/protocols (ie. annual required training, ongoing professional development)
   6. All learners have access to 1:1 devices

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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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Infrastructure	Complete an audit of all aspects of the District's Network infrastructure, wireless connectivity, digital learning environment, hardware, software, support systems, etc. as part of the district's future/ongoing strategic long-term planning protocols.	Assistant Superintendent	n/a	06/30/2024	2,500
Action Step 2	Budgeting	Annual budget development & project-based projects (eRate) to support the implementation of a robust digital learning environment for all learners. Continue development of multi-year instructional technology resources (ie. software/hardware plan, communication (ParentSquare) digital equity survey, single sign on/Rostering (ClassLink) capabilities, Multi-Factor Authentication (MFA), eSignature, etc.	Assistant Superintendent	n/a	06/30/2025	705,000
Action Step 3	Implementation	We will continue to expand a robust digital learning environment to include: Grades K-12 1:1 devices for all learners during instruction. Create solutions for students and families with limited devices and broadband connectivity.	Assistant Superintendent	n/a	06/30/2025	400,000
Action Step 4	Data	We will continue to	Other	District Data	06/30/2	30,000

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Privacy	increase our data security protocols through the implementation of current and future Data Privacy practices that will include: the addition of Multi-Factor Authentication (MFA), E-signature capabilities, Assure that all digital resources are Ed Law 2d Compliant, etc. PD - KnowBe4 - Required & periodic	(please identify in Column 5)	Protection Officer	025	

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)

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1. **Enter Goal 2 below:**

School leaders and teachers will continue to their improve proficiency in the integration of instructional technology, blended learning, "any time, anywhere" learning that is integrated with their content and pedagogical expertise into the classroom that will afford ALL learners with personalized learning opportunities that leverages curriculum and standards-based, high quality technology tools and digital content. (Professional Development)

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.**

Clinton CSD's Instructional Technology goals will be measured and evaluated annually using the following tools and metrics:

1. Professional Learning opportunities offered in a variety of ways to include: blended learning, personalized & project based learning options, synchronous/asynchronous, PLCs, Edcamp, Micro-credentialing, etc. -- Metric source: Frontline/MLP using Agilix Buzz (LMS) and Google Classroom
2. Curriculum Mapping: vertical/horizontal alignment with NYS Next Gen Standards (all content areas), NYS K-12 Computer Science & Digital Literacy Standards & International Society for Technology Education Standards (ISTE)
3. APPR Rubric - Frontline/OASYS
4. ClassLink Analytics
5. ParentSquare Analytics
6. Instructional Technology Usage Reports
7. Instructional Technology Proposals/Survey
8. Annual School Climate Survey -- student, family, faculty/staff results

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.**

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Curriculum	Continue with Curriculum Development practices that reflect the Culturally Responsive-Sustaining Education Framework's 4 Principles and are in alignment with: Current NYS Next Generation Learning Standards (all content areas), NYS K-12 Computer Science & Digital Fluency Learning Standards International Society for Technology Education Standards (ISTE Standards) All Curriculum Development should include: Vertical & horizontal alignment, Is relevant, Reflects student needs, and Is engaging utilizing research-based instructional strategies for all learners in order to educate and empower all students.	Other (please identify in Column 5)	Director of Curriculum & Instruction	06/30/2025	30000
Action Step 2	Collaboration	Clinton Professional Development Center & Administration will continue to refine instructional technology/pedagogical practices through collaborative partnerships that are aligned with the NYS Next Gen Learning Standards (all content areas) & the K-12 Computer Science &	Other (please identify in Column 5)	Director of Curriculum & Instruction	06/30/2025	30000

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		Digital Fluency Learning Standards				
Action Step 3	Professional Development	Continue to create professional learning opportunities both synchronously & asynchronously that are relevant to the: District's Vision 2025 & annual Strategic Goals Professional Learning Plan 2022-25 and, Current instructional technology trends & needs that will support all learners	Other (please identify in Column 5)	Director of Curriculum & Instruction	06/30/2025	30000
Action Step 4	Professional Development	Develop/offer Professional Learning opportunities as it relates to the 5 concepts of the Grades K-12 Computer Science & Digital Fluency Learning Standards;	Other (please identify in Column 5)	Director of Curriculum & Instruction	06/30/2023	10000

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	Professional Development	Facilitate PLCs/conversations as it relates to cross-curricular elements of the NYS Next Gen Learning Standards (all content areas) & the K-12 Computer Science & Digital Fluency Learning Standards	Other (please identify in Column 5)	Director of Curriculum & Instruction	06/30/2024	10000

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 6	Staffing	Explore possible options to create and grow opportunities for district instructional technology experts/coaches to provide support & onsite coaching on a daily basis	Other (please identify in Column 5)	Director of Curriculum & Instruction	06/30/2023	100000
Action Step 7	Collaboration	Continue to utilize existing internal (ie. instructional tech experts/coaches, library media specialist) & external (ie. MORIC & BOCES instructional tech PD & resources) human capital to expand teacher's knowledge of current & new instructional technologies & practices through the lens of the SAMR Model (Substitution, Augment, Modification & Redefinition)	Assistant Superintendent	(No Response)	06/30/2025	30000
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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1. **Enter Goal 3 below:**

Every student will know how to live productively and safely in a technology-dominated world. This includes understanding the essential features of digital technologies, why and how they work, and how to communicate and create using those technologies. (K-12 Computer Science and Digital Fluency Learning Standards) For New York State students to lead productive and successful lives upon graduation, they must understand and know how to use digital technologies. Technology knowledge and skills are vital for full participation in 21st Century life, work, and citizenship.

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

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

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

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

Clinton CSD's Instructional Technology goals will be measured and evaluated annually using the following tools and metrics.
1. Professional Learning opportunities offered in a variety of ways to include: blended learning, personalized learning options, synchronous/asynchronous, PLCs, Edcamp, Micro-credentialing, etc. -- Metric source: Frontline/MLP using Agilix Buzz (LMS) and Google Classroom
2. Curriculum Mapping: vertical/horizontal alignment with NYS Next Gen Standards (all content areas), NYS K-12 Computer Science & Digital Literacy Standards & International Standards for Technology Education Standards (ISTE)
3. Course Development & implementation in alignment with the NYS Computer Science & Digital Literacy Standards ie.
1. K-5 Digital Fluency & Citizenship
2. Grades 6-8 - Impacts of Computing, Cybersecurity & Computational Thinking and
3. Grades 9-12 Computer Science - Computational Thinking, Cybersecurity, Networks & Systems Design

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

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Professional Development	Develop/offer Professional Learning opportunities as it relates to the 5 concepts of the Grades K-12 Computer Science & Digital Fluency Learning Standards;	Other (please identify in Column 5)	Director of Curriculum & Instruction	06/30/2024	10000
Action Step 2	Professional Development	Facilitate PLCs/conversations as it relates to cross-curricular elements of the NYS Next Gen Learning Standards (all content areas) & the K-12 Computer Science & Digital Fluency Learning Standards	Other (please identify in Column 5)	Director of Curriculum & Instruction	06/30/2023	10000
Action Step 3	Collaboration	Explore collaborative partnerships in order to create project-based & personalized learning experience, K-12 Computer Science & Digital Literacy learning opportunities to include: Computational Thinking, Programming, Coding, Cybersecurity, Network & Systems Design, Digital Fluency & Citizenship, STEM/STEAM	Other (please identify in Column 5)	Director of Curriculum & Instruction	06/30/2024	0
Action Step 4	Planning	Study/Discuss Possible Course Development/Proposal opportunities for students such as: K-5 Digital Fluency & Citizenship Grades 6-8 - Impacts of	Other (please identify in Column 5)	Director of Curriculum & Instruction	06/30/2023	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		Computing, Cybersecurity & Computational Thinking 9-12 Computer Science - Computational Thinking, Cybersecurity, Networks & Systems Design Source: NYS K-12 Computer Science & Digital Fluency Learning Standards				

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	Budgeting	Discuss the Cost/Staffing/Room Utilization as it relates to the implementation of the following courses: K-5 Digital Fluency & Citizenship Grades 6-8 - Impacts of Computing, Cybersecurity & Computational Thinking 9-12 Computer Science - Computational Thinking, Cybersecurity, Networks & Systems Design Source: NYS K-12 Computer Science & Digital Fluency Learning Standards	Assistant Superintendent	n/a	06/30/2025	100000
Action Step 6	Implementat	Courses offered: K-5	Other	Director of Curriculum	06/30/2	300000

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	ion	Digital Fluency & Citizenship Grades 6-8 - Impacts of Computing, Cybersecurity & Computational Thinking 9-12 Computer Science - Computational Thinking, Cybersecurity, Networks & Systems Design	(please identify in Column 5)	& Instruction	025	
Action Step 7	Evaluation	Provide rich learning opportunities, promote teamwork, demonstrate creative thinking, use engaging, multi-modal materials and scaffolds for purposeful learning of content, develop innovative products & processes and give students time to reflect on learning using technology.	Other (please identify in Column 5)	Director of Curriculum & Instruction	06/30/2025	5000
Action Step 8	Evaluation	Students: Use engaging materials, digital media & environments to communicate & work collaboratively that includes blended learning in order to support individual (student-centered) learning & contributes to the learning of others. Develop and employ strategies for understanding and solving problems in ways that leverage the power of technological	Other (please identify in Column 5)	Director of Curriculum & Instruction	06/30/2025	5000

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		methods to develop and test solutions. Critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. (ISTE Standards for Students)				

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

No

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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 district will continue to use and increase digital connectivity and technology to improve teaching and learning, include identifying strategies to promote the integration, implementation and effective use of the NYS Next Generation Learning Standards (all content areas), the NYS K-12 Computer Science & Digital Literacy Standards and the ISTE Standards in our classrooms and among students, teachers, and administrators. **For students this includes:** Creativity and innovation: students demonstrating creative thinking, constructing knowledge, and developing innovative products and processes using technology; • Communication and collaboration: students using digital media and environments to communicate and working collaboratively, including at a distance, to support individual learning and contribution to the learning of others. • Research and information fluency: students applying digital tools to gather, evaluate, and use information; • Critical thinking, problem solving, and decision-making: students using critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. **For teachers this includes increasing their ability to:** • Facilitate and inspire student learning and creativity; • Design and develop digital age learning experiences and assessments; • Model digital age work and learning; • Promote and model digital citizenship and responsibility; • Engage in professional growth and leadership. **For administrators this increasing their ability to:** • Encouraging visionary leadership; • Promote a digital age learning culture; • Promote excellence in technology related professional practice; • Use information and technology resources for continuous systemic improvement; • Model and promote digital citizenship. We will continue to increase our systemic commitment by all stakeholders to strategically integrate technology into our curriculum and instructional practices to include personalized, project-based & blended learning opportunities. In addition, our Professional Learning Plan will include Professional Learning opportunities that will expand the capacity of our teachers and administrators to meet the expectations of those standards.

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.**

Each of the Clinton Central School District's 2022-2025 Instructional Technology Plan goals and action plan steps, in alignment with NYSED's Instructional Technology goals, have been developed to reflect how the district plans to provide equitable "everywhere, all the time" learning experiences for all learners over the next three years to include the following: infrastructure, professional development, growth toward digital equity, personalized, project-based and blended learning opportunities, vertically aligned curriculum development and program implementation of K-12 Computer Science & Digital Literacy Standards as well as the development of collaborative partnerships regionally and locally as it relates to "everywhere, all the time" learning. **Goal #1:** The Clinton CSD will continue to be responsive, expand and improve technology systems and infrastructure in order to support current and future applications in network safety infrastructure, instructional technology, "everywhere, all the time" accessibility, data privacy, digital fluency, digital citizenship. **Goal #2:** School leaders and teachers will continue to their improve proficiency in the integration of instructional technology, blended learning, "any time, anywhere" learning that is integrated with their content and pedagogical expertise into the classroom that will afford ALL learners with personalized learning opportunities that leverages curriculum and standards-based, high quality technology tools and digital content. (Professional Development) **Goal #3:** Every student will know how to live productively and safely in a technology-dominated world. This includes understanding the essential features of digital technologies, why and how they work, and how to communicate and create using those technologies. (K-12 Computer Science and Digital Fluency Learning Standards) For New York State students to lead productive and successful lives upon graduation, they must understand and know how to use digital technologies. Technology knowledge and skills are vital for full participation in 21st Century life, work, and citizenship.

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

The district has made a concerted effort to make technology available to students with special needs and to ensure they have access to the required tools in all settings. Almost all classrooms have interactive whiteboards, which allow lessons that enhance instruction through the technology. Students with motor issues and dysgraphia have access to computers in all classrooms. Much of the text used is online, eliminating the need for paper copies. For students with auditory processing disorder, auditory trainers are provided to ensure their understanding and Google is being used to assist in the provision of accommodations and modifications by reading highlighted text aloud at the rate directed by the student. In addition, special needs students participate in district classrooms and have access to computers, interactive whiteboards and collaborative software, which support IEP's and 504 plans. Students with more unique needs such as hearing impairments or visual impairments are provided recommended devices. We are responsible for assistive technology needs of the students with disabilities served in the public school setting in both general and special education classrooms. Careful analysis of student instructional technology needs is conducted at least annually.

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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)

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)

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V. NYSED Initiatives Alignment

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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 10 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)

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

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

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

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

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

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

☐ Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions.

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

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

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

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

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

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

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

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

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

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

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

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

☐ Provide online mentoring programs.

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

☐ Offer a technology/support hotline during flexible hours.

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

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

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

☑ The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.

☐ The district uses instructional technology to facilitate classroom projects that involve the community.

☑ The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.

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

☐ The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.

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

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

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

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	1.00
Instructional Support	0.60
Technical Support	0.80
Totals:	**2.40**

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	1,005,000	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
2	Professional Development	n/a	200,000	Both	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate	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
					☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Staffing	n/a	200,000	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
4	End User Computing Devices	n/a	402,500	Both	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources	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
					Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
Totals:			1,807,500			

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?**

   No

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.ccs.edu/Page/3161

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.

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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.**

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Debora Van Slyke	Director of Curriculum & Instruction	dvanslyke@ccs.edu	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☑ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☑ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☑ Engaging School Community through Technology ☐ English Language Learner ☑ Instruction and Learning with Technology ☑ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☑ Personalized

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VII. Sharing Innovative Educational Technology Programs

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning ☐ Policy, Planning, and Leadership ☑ Professional Development / Professional Learning ☐ Special Education Instruction and Learning with Technology ☑ Technology Support ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C

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

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

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

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

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized Learning ☐ Policy, Planning, and Leadership ☐ Professional Development / Professional Learning ☐ Special Education Instruction and Learning with Technology ☐ Technology Support ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C

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