Page Last Modified: 09/29/2021

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

   Michael McElduff

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

   Assistant Superintendent

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

Page Last Modified: 06/29/2022

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

Our mission is to ensure that all students are challenged, engaged and empowered to become life-long learners and citizens committed to the principles of our democracy.

The vision of the Highland Falls - Fort Montgomery Central School District, valuing our community schools, is to provide all our students, educators, and the communities we serve the global knowledge, cultural understanding and skills needed to compete in the global community.

We believe it is important to:
- Provide an educational experience where our students and educators become leaders within the state, the nation and the world.
- Provide an environment for learning and personal development in which every student sees and can explain the relationship between what he or she studies and its applications to an interconnected global community.
- Provide excellent teaching, supported by high quality content and personalized attention to student learning, empowering our students to be responsible citizens and productive members of our ever-changing society.

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

The Highland Falls - Fort Montgomery CSD is dedicated to the pursuit that all students are able to become responsible critical thinkers who are technologically literate members of the global community. It is the responsibility of the District to provide the resources and staff development through which the teachers and administrators will implement exemplary technology enhancing learning environments that reflect the goals of the National Education Technology Standards AND Performance Indicators (NETS) for students, teachers and administrators.

Further use of technology will address the Next Generation Common Core Learning Standards, whereby students use technology and digital media strategically and capably: "Students employ technology thoughtfully to enhance their reading, writing, speaking, listening and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to the communication goals" this Technology Plan is intended to support the Highland Falls - Fort Montgomery CSD educational initiatives as outlined the the HFFMCSD Academic Plan and support our District's vision and strategies.

The plan is developed from the belief, supported by research, that technology can significantly enhance the learning environment and improve teaching and learning while being a critical component in our efforts to prepare our students as learners for the 21st century. In addition to the development of core academic subject knowledge and understanding among our students, we will support the development of essential skills, through technology, for success in today's "world" critical thinking, problem solving, communication and collaboration.

Page Last Modified: 06/29/2022

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 stakeholder groups that worked on this plan:

The district has developed an Instructional Technology Team that worked on the previous plan three years ago. This team is composed of faculty and staff who represent all three buildings. This team includes:

-Library Media Specialist from the High School

-2 members of the District's IT Department

-Assistant Superintendent for Business (meets with Assistant Superintendent for budgeting purposes)

-K-6 STREAM teacher

-High School Spanish Teacher

-High School ENL Teacher

-High School English Teacher

-High School Social Studies Teacher

-High School Science Teacher

-Intermediate School Assistant Principal

-Intermediate School Science Teacher

-Elementary School Teacher

-Elementary Math Teacher

-High School Technology Teacher

The co-coordinators for the district team are the Assistant Superintendent for Curriculum, Instriction and Technology and the K-6 STREAM teacher.

A timeline of the planning process:

The planning process for the Instructional Technology Plan began in July of 2021. The former Assistant Superintendent and the incoming Assistant Superintendent met to review the current plan. In August, the new Assistant Superintendent (ASI) met with the co-coordinator in August to review the current plan and set up goals prior to the submission date in March. Additionally, the ASI met with the BOCES (OUBOCES) for support and to get further clarification and questions. In November a smaller group of the Instructional Technology Team met at NYSCATE for the conference, but to also continue to plan out and discuss future goals for the Instructional Technology Plan.

The frequency of meetings:

The team met once a month from September through December. The team met twice in January, 3 times in February, bi-weekly in March, and April. Additionally, the team will meet for an entire day in early May and again in June prior to submitting the finalized plan.

The outcomes of the plan development:

During the meetings, the team focused on reviewing our previous goals and giving input in regards to meeting the goal. If the goal was met, we discussed why it was successful and how we maintain the goal. If the goal wasn't met, we discussed what steps need to be in place in order to achieve the goal. By the time we finished our review of the previous technology plan, we had created 4-5 goals that we should focus the current plan on.

Any additional aspects of the planning process that the district wishes to share:

The previous Assistant Superintendent was brought in on several occasions to discuss the previous plan, but to also share their thoughts on several of the goals that were created by the Instructional Technology Team.

Page Last Modified: 06/29/2022

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

How this planning process was different than previous years
- The biggest difference about the planning process from previous years is that the team met virtually as opposed to in-person. The district team used Google Forms, Docs and Sheets to collect and review information in preparation prior to submitting the plan. Additionally, there was a new Assistant Superintendent for Curriculum, Instruction and Technology. Due to the Covid-19 pandemic many of our STEM innitiatives were put on hold so that spaces like Libraries could be used as cafeterias. Addtionally, several STEM classes at the K-6 level were put on hold as well. The District is committed to revamping our K-12 STEM inntitiave to provide STEM opportunies to students through STEM/Technology classes or through the Library Media Specialist.

How the planning committee identified strengths and areas of improvement based upon implementation of the previous three-year plan
- The Instructional Technology Team focused an enormous amount of time on reviewing and reflecting on the 5 goals that were submitted for the 2018-2021 Instructional Technology Plan. The district team wanted to focus on making sure there were more scheduled meetings with the team. Some of the goals that were created did not have a clear path as to how to accomplish them. The team not only focused on creating attainable goals for the 2022-2025 plan, but also spent time on how the goals would be achieved. This will be an ongoing process during the next three years.

How this plan intends to address any goals from the previous plan that may not have been fully met

- Although Goal 1 was successfully implemented during the 2018-2021 timeline, which was to ensure all students in Pre k-12th grade were equipped with a 1-1 device, there was not a goal put in place to continue to make sure the plan was sustainable. One of the goals for the 2022-2025 plan will be to continue to make sure the district continues it's 1-1 Chromebook initiative, but to also develop and implement a plan to replace, upgrade and strengthen the initiative.
- Goal 2, which included implementing a coding curriculum for students throughout the school district was put on pause due to the Covid-19 pandemic. This goal has been reevaluated and will continue to be a goal for the 2022-2025 plan.
- Goal 4, which included working with students and families to understand the importance of safe and effective technology use, through such means as Common Sense Media Digital Literacy and Citizenship Classroom Curriculum was not fully implemented. This was only partially implemented throughout the district, part of this was due to the Covid-19 pandemic.

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

- Replacement of smartboard with interactive monitors in all classrooms
- Professional Learning opportunities for all faculty and staff during the Spring and Summer of 2020. Faculty and staff were trained on Google Suites, Padlet, Common Lit, Jamboard, Flipgrid, Castle Learning, Newsela, etc..
- Online learning option during 2020-2021. Students in the classroom and students at home participated in synchronous classes using Google Meets, chromebooks and interactive monitors.
- District subscription to online apps such as Padlet, CommonLit, Flipgrid, CastleLearning etc.
- Use of online learning apps to engage students and ensure learning outcomes in online and blended learning environments.
- Adaptation of curriculum to adapt to online and blended learning environment (i.e. in English, selection of texts that were available in digital form, ebooks, public domain)
- Students in grades 6-8 now have the ability to take their Chromebooks home on a daily basis.
- The District has enough back-up Chromebooks to deploy to students in grades K-5, without having to take home thier classroom Chromebooks.
- The District has purchased 50 kajeets for families who have internet issues in their homes.
- Teachers are now required to keep a Google classroom and utilize it for the course they offer. This will ensure teachers and students will be able to switch back to remote learning seemlessly in the event the district has shift to remote instruction.

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

    Yes

Page Last Modified: 06/29/2022

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 District will continue to offer professional development (PD) opportunities around technology beginning in the summer of 2022. Members from the Instructional Technology Team will create and offer multiple opportunities for faculty and staff to attend over the summer. The Instructional Technology Team will plan out the PD opportunies in early May of 2022. This is a shift from traditional learning opportunities the district has offered prior to Covid. The goal of this is to constantly give teachers an opportunity for a refresher to online resouces the district purchases, but to also explore new resources the district is offering. This aligns with the districts overall goal to in improving learning and instruction.

Addtionally, the District will offer PD to all new employees during the last week in August to help them become familiar with G-suites, and several other resources that the students rely on. Furthermore, the District will offer a Fall and Spring catolog with PD opporunities around technology during the 2022-2023 school year. The District will also support and send staff to PD opporutnies offered by OU BOCES, PNW BOCES and Dutchess BOCES. Finally, the District will continue to send a team to NYSCATE in November for the next 3 years.

Any PD trainers that are district employees will use surveys for feedback after each PD session. The goal is to gain feedback on what teachers still need support on or addtional questions. Empoyees who provide PD will also offer up to 3 PD during the school year in and around their summer PD that was offered.

The district reviews all resources they use at the end of each year through questions/surveys completed by staff, using data to trach and monitor the actual use of a resource. The district also relies on the Library Media Specialists and S.T.R.E.A.M. for feedback and insight to any new tools that may benefit the district.

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.

III. Goal Attainment

Page Last Modified: 02/02/2022

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:

    Moderately

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:

    Moderately

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

    Moderately

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

IV. Action Plan - Goal 1

Page Last Modified: 07/13/2022

1.   **Enter Goal 1 below:**

1.   The district was able to achieve the goal of providing 1-1 devices for all students in grades K-12, but the district does not have a sustainability plan to maintain the 1-1 initiative. **The district's goal is to create or find funding and implement a replacement plan for outdated and/or broken devices, such as Chromebooks, Thinkpads, etc...** This goal also includes making sure faculty and staff are included in the replacement plan. The teachers having 1-1 devices will enable them to transition to remote instruction seamlessly. This goal will create a plan that will allow the district to maintain this goal for the next 5 years and beyond.

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.**

This goal is based on sustaining an initiative that began over 6 years ago in the district. The goal was to be a 1-1 school district (K-12). The district achieved that goal prior to the 2019-2020 school year. Over the past two years due to Covid, the district has struggled at times to maintain the 1-1 initiative because they didn't have a plan to annually purchase new devices to replace the broken devices and the ones that were at "end of life". The district will have to strategically budget for a large annual purchase and begin to evaluate by November of 2022 if this is truly sustainable due to budgeting constraints and so forth.
- The Business Office will use Nvision to monitor the financial aspect of the purchasing of devices yearly and will work with the technology department in the event the goal needs to be adjusted. The technology department will oversee the distribution and collection of Chromebooks to students. This will be tracked and monitored using Incident IQ. This includes the tracking of broken/damaged devices, devices that are "end of life", as well as tracking the replacement plan for students and teachers. The overall goal is ongoing, but the district will know if the plan is working after 3 years of tracking the financial implementation of the goal within the district's budget. The technology team will be able to use Incident IQ to track and monitor the amount of replacement devices that are distributed to students and staff.

Page Last Modified: 07/13/2022

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	Budgeting	Create a budget to purchase in excess of 400 new Chromebooks each year and 25-50 new ThinkPad's for faculty and staff each year.	Assistant Superintendent	IT Department, and ASB	06/23/2023	0
Action Step 2	Planning	Students in grades K, 3, 6 and 9 will receive new Chromebooks each year	Assistant Superintendent	IT Department	06/23/2023	235,000
Action Step 3	Purchasing	District will begin to purchase equipment yearly starting in the 2022-2023 school year.	Business Official	Assistant Superintendent	06/27/2025	235,000
Action Step 4	Implementation	Devices will be distributed to students and faulty at the beginning of each school year depending on their grade, etc.	Assistant Superintendent	IT Department, Building Administration, LMS teachers and Technology teacher	06/27/2025	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	Evaluation	District level team will review in November of 2022 to see if the plan is financially sustainable and if any changes need to be made, which include the purchasing of	Assistant Superintendent	ASB, IT Department	03/17/2023	0

Page Last Modified: 07/13/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		devices due to increase/decrease in enrollment. The enrollment review will be finalized in early March or after the first budget meeting with the Board of Education				
Action Step 6	N/A	N/A	N/A	N/A	(No Response)	0
Action Step 7	N/A	N/A	N/A	N/A	(No Response)	0
Action Step 8	N/A	N/A	N/A	N/A	(No Response)	0

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: 06/29/2022

1. **Enter Goal 2 below:**

The district's second goal will be to revamp Professional Development training with an emphasis on instructional technology practices. The District will look to offer professional development to faculty and staff during the summer, fall and spring each year. Additionally, the District will begin to offer professional development to families so that they can better understand and support their children at home.
- For the 22-23 school year and beyond, the district will share a survey out with staff in early August to gain feedback into what areas they feel they need professional development in. The survey will be created by the technology team and will be reviewed by the team in mid-September. This feedback will drive the creation of professional development for the spring and summer. The same survey will be shared out with staff in early spring to create and implement/update the summer catalog of professional development for the district. This plan will be used over the next 3 years to help complete the overall goal.

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	☐ 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

Page Last Modified: 06/29/2022

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.**

1. The District will measure and evaluate the goal in several stages. Step one will require the Instructional Technology team, which is made up of administrators, faculty and staff to attend workshops and training that will be valuable to bring back to the school district. The District will have to complete a needs assessment survey for the district to see what types of professional development the faculty, staff and administration are looking for. Additionally, building wide surveys will be conducted to gain input from students to see what they think they need more in the classrooms. A similar survey will be shared out to families to get their input as well. The data from these surveys will be used to evaluate the needs of the district. The Instructional Technology Team will use the information to create workshops that will best support the data from the needs assessment. Step two will be the actual implementation of the professional workshop opportunities for the District. One way to measure the effectiveness of the goal is to see how many faculty and staff attend the workshops. Step three will be creating and sending surveys to staff who attended the workshop(s) to collect data on the relevance of the workshop and how it is effectively being used in classrooms. Step three will be to review the information from the additional surveys and modify, adjust or remove the professional development training from the district catalog. The ability to understand if the goal is accomplished will be known from collecting and analyzing the final survey from faculty and staff. The fourth step will be to roll out several effective and relevant workshops to families so that they can support their children and gain a better understanding of what is being taught in our District.

- In order to effectively measure the goal using surveys completed by participants is to also review the data on Classlink plus to see if there is an increase in usage for the specific PD's that were offered.

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	Budgeting	Creating a yearly budget to send faculty and staff to professional workshops to become turnkey trainers for the District	Business Official	Assistant Superintendent	06/20/2025	5,000
Action Step 2	Research	Creating surveys to share with students, community members, faculty and staff about types of professional development they need	Assistant Superintendent	Instructional Technology Team	09/23/2022	0
Action Step 3	Evaluation	Evaluating the data from the surveys and discussing what types of Professional Development can be offered for the 2022-2023 school year	Assistant Superintendent	Instructional Technology Team	10/28/2022	0
Action Step 4						

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 06/29/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Research	The Instructional Technology Team will research workshops that they can attend as well as create their own based on the needs assessment.	Assistant Superintendent	Instructional Technology Team	08/27/2022	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	Implementation	The Instructional Technology Team will provide workshops on August 30, 31st and ongoing during the fall of the 2022-2023 school year.	Other (please identify in Column 5)	Instructional Technology Team	03/17/2023	5,000
Action Step 6	Evaluation	The team will review the data collected from the workshops implemented and finalize the Spring catalog of workshops	Assistant Superintendent	Instructional Technology Team	01/27/2023	0
Action Step 7	Implementation	Implement the Spring workshops for faculty and staff	Other (please identify in Column 5)	Instructional Technology Team	05/26/2023	5,000
Action Step 8	Evaluation	The team will review data from workshops implemented from the Spring catalog and begin to create summer catalog and look to see what workshops may benefit families	Assistant Superintendent	Instructional Technology Team	06/30/2022	0

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: 06/29/2022

Page Last Modified: 06/29/2022

1. **Enter Goal 3 below:**

The district will reinstate, build upon and enhance its K-12 STEM initiatives, the tools and resources that support it as well as the spaces these initiatives live in.

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

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 will know it has achieved this goal because the high school and intermediate school will have undergone a physcial transformation that includes distinctive "break it, build it and think tank spaces".
- The district will also know it has achevied this goal, becuase they will track and monitor how many students are receiveing a K-8 STEM classes using School Tool to track and monitor students. This data will be compared yearly to ensure more students expereince a STEM class. The district will also use previous years data to compare.This data will be collected by the guidance department and shared with administration and STEM teachers for the purposes of master scheduling builidng (more STEM classes).

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	Staffing	Hire LMS teacher for Intermediate School	Superintendent	Building principal, Assistant	08/31/2022	110000

Page Last Modified: 06/29/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
				Superintendent CIT		
Action Step 2	Purchasing	Purchase maker space equipment, drone equipment and other robotic equipment for the Highland Falls Intermediate School and Elementary School	Business Official	Assistant Superintendent, Technology teacher, LMS teacher	06/27/2025	100,000
Action Step 3	Learning Spaces	Revamping learning spaces of both the High School and Intermediate School Libraries	Library Media Specialist	Technology Teacher	06/27/2025	50,000
Action Step 4	Curriculum	Reviewing current technology based and STEM based courses and units throughout the District and creating new opportunities for students to take courses and participate in activities.	Curriculum and Instruction Leader	LMS teachers, Technology teachers and building principals	06/27/2025	25,000

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	N/A	(No Response)	N/A	(No Response)	(No Response)	(No Response)
Action Step 6	N/A	(No Response)	N/A	(No Response)	(No Response)	(No Response)
Action Step 7	N/A	(No Response)	N/A	(No Response)	(No Response)	(No Response)

Page Last Modified: 06/29/2022

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

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

   No

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

Page Last Modified: 06/29/2022

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.**

"Education's big goal, preparing students to contribute to the world of work and civic life, has become one of our country's biggest challenges. In fact, all other great problems of our times – solving global warming, curing diseases, ending poverty, and the rest – don't stand a chance without education preparing each citizen to play a part in helping to solve our collective problems. Learning for work and life in our times means helping as many children as possible learn to apply 21st century skills and a solid understanding of core subjects to the challenges of our times (Trilling & Fadel, 2009. 40-41)."

Schools and teachers must be challenged to use the tools and techniques of today, not the ones of the past. Learning in the 21st century requires critical thinking, adept use of technology, and global collaboration, and we should offer all these to our students on a regular basis. The Highland Falls-Fort Montgomery CSD intends to make the best possible uses of the new tools available to us so that our students are better prepared to participate in the global community.

The Highland Falls-Fort Montgomery Central School District is located in the heart of the scenic Hudson River Valley. Adjacent to the United States Military Academy at West Point and 50 miles north of New York City, the district offers a tremendous opportunity for cultural enrichment, and highly competitive academics. It is comprised of three schools: the Fort Montgomery Elementary School (grades Pre-K-2), the Highland Falls Intermediate School (grades 3-8), and the James I. O'Neill High School (grades 9-12). Students are enrolled in programs from Pre-kindergarten through grade 12. James I. O'Neill High School educates students from the communities of Highland Falls, Fort Montgomery, West Point, and Garrison, which is located in Putnam County. With a student population of 1,000, the demographics represented include: 55% White, 20% Hispanic, 12% Black, and 3% Asian/Pacific Islander. Each of the schools, in NYS groups of similar schools, have average student need in relation to district resource capacity. There is an attendance rate of 94% and an overall poverty rate of 39%. There are approximately 140 teachers in the district, and teachers certified for the subject area teach all core subjects.

In response to the mandate of the New York State Department of Education, the Highland Falls-Fort Montgomery CSD recognizes that technology is first a new path for teaching and learning, but it is also a body of practices, skill, and knowledge to be learned. All New York State learners will develop technological literacy to enter college, become productive members of the workforce, and succeed as citizens. Students, teachers, and leaders will have clear standards for what students should know and be able to do with technology, and these standards will be visible to the public to drive the standards even higher.

This technology plan lays out the current and projected commitment the Highland Falls-Fort Montgomery Central School District has for the on-going implementation of technology to strengthen all educational programs as outlined in the HFFMCSD Academic Plan for the next three years: SY 2022-23 2023-24 2024-25.

This Technology Plan supports improved student performance by assisting students, teachers and administrators in the following areas: 1. Curriculum development to ensure that all students will have the opportunity to acquire new knowledge for ongoing and lifelong learning to support their productive participation in the global workplace;

2. The use of hardware, software, and Internet-based resources to optimize teaching and learning opportunities;

3. The integration of instructional technology within the curriculum to develop the skills to responsibly use appropriate technology to access, synthesize, evaluate, communicate and create information to solve problems and improve learning in all subject areas. This technology integration will be supported and is imbedded in all three of our goals;

4. The monitoring of student performance through formative assessment with timely access to reports such as, but not limited to i-ready, classlink+, ZEARN, Google Classroom;

5. The management of data to serve at-risk students in an appropriate manner; and

6. Teacher professional development to ensure continued growth in the most up-to-date technologies.

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's first goal for the 3 year plan is creating sustainability for the District's 1-1 initiative. The District is in the process of creating a yearly plan to purchase new laptops for students in grades K, 3, 6, and 9. This will also support the District's loaner program for students who break or lose a device. This will also help create a surplus of computers in the event the District has to go remote and will enable a smooth transition due to the surplus of devices. The district's 1-1 initiative plan will enable faculty and staff to support students in a hybrid, remote or in-person learning environment.

V. NYSED Initiatives Alignment

Page Last Modified: 06/29/2022

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.**

Since we believe that all our children should be engaged in learning, we support our students with special needs by allowing them to access curriculum content in multiple ways using Universal Design for Learning (UDL) Principles and specialized technology as needed. The Special Education Department currently provides instructional technology and assistive technology to support students as identified on the students Individualized Educational Plan (IEP). Students have access to Chromebooks (or in some cases i-Pads) and a variety of software and online tools (apps and extensions) to aid students who struggle with listening, organizing, documentation, reading and writing:
• speech synthesizers
• audio books/publications
• note-taking and citation
• graphic organizers and outlining
• speech recognition
• word prediction
• proofreading
• talking spell-checkers and electronic dictionaries

Mobile devices are provided to students based on the requirements of the child's IEP. In addition to facilitating academic tasks, assistive technologies help students achieve greater levels of independence, gain confidence and more willingly reach out to teachers and peers to ask questions and collaborate.

Some of these ways include, but are not limited to, specialized software such as:
• Reading A-Z, Khan Academy, Proloquo2g, Bookshare and text-to-speech applications to read specific novels and passages to our students with reading decoding, and reading comprehension delays
• Talking calculators for use with students who are visually impaired
• Access to a computer with word processing software and predictive word software
• FM systems to aide students with central auditory processing delays
• Speech-to-text applications to aid in writing and note taking
• Picture Exchange Communication System applications to assist with communication

For occupational therapy, both chromebooks and iPads are used by students. The chromebooks are used for computer games as outlined below. The iPads are used for visual perceptual, visual motor, fine motor, and handwriting training with students. In addition, the following programs/extensions/apps (or an equivalent) are used:

COMPUTER GAMES:
• Typinggames.zone. (keyboarding, fine motor dexterity)
• Abcya.com (keyboarding, fine motor dexterity)
• Typingtest.com (keyboarding, fine motor dexterity)
• Kidztype.com (keyboarding, fine motor dexterity)
• Eyecanlearn.com (all 7 areas of visual perception)
• Barbarasmithoccupationaltherapist.com (all 7 areas of visual perception)

IPAD APPLICATIONS
• My Mosaic 2 (visual motor, visual perception)
• **OSMO** (visual motor, visual perception, fine motor, motor planning, problem-solving, spelling)
• Families 2 (visual motor, visual perception)
• Sort It Out 2 (visual motor, visual perception)
• Countdown (visual perception)
• Flow Free (visual motor)
• Pop beads (fine motor)
• Memo-game (visual perception)
• ABC Circus (handwriting, visual motor, fine motor)
• What's Diff 1, 2 and 3 (visual perception)
• Little Writer (handwriting, visual motor, fine motor)
• Blackboard (handwriting, visual motor, fine motor)
• Align Four (visual motor, visual perception, problem-solving)
• iMimic (visual perception)

V. NYSED Initiatives Alignment

Page Last Modified: 06/29/2022

• Matrix Game 2 and 3 (visual perception)

• Dot to Dot (visual motor)

• Doodle Buddy (handwriting, visual motor, fine motor)

• Draw Stars! (handwriting, sensory, reward)

• Bubble Pop (fine motor)

Speech and language therapists use the following tools (or equivalents):

• Articulation Station Pro for articulation therapy and it tracks data for each individual student.

• Flocabulary program on computer - to teach vocabulary understanding and usage through rap music

• HearBuilder Following directions - to teach basic, sequential, spatial, quantitative, conditional and temporal concepts

• HearBuilder Phonological Awareness - to teach students how to rhyme, segment, delete, isolate, etc

• HearBuilder Auditory memory - to help students improve their auditory memory skills

• HearBuilder Sequencing - to improve sequencing skills

• Food Frenzy - to follow multi-step directions

• Stack the States - to use for carryover of articulation skills when reading

• Phonics Genius - to improve decoding of words

• Speech with Milo - to improve articulation skills

• Irregular Verbs (free) - to improve usage of irregular past tense verbs

• Auditory Memory for Quick Stories - to improve listening comprehension

As stated in our SSIP, we seek to improve instruction and student academic achievement by integrating technology seamlessly into all curriculum areas to develop in students, the skills to responsibly use appropriate technology to access, synthesize, evaluate, communicate and create information to solve problems. The proposed technology will assist in expanding student learning by providing opportunities for students which will allow them to be able to access education and information in differentiated ways. The Smart Schools Bond Act Investment Plan funding request for new and replacement interactive whiteboards, will provide an improved ability to enhance differentiated instruction which will benefit teachers and students in those classrooms, especially those with disabilities. The district has targeted differentiated instruction for our special education learners and interactive technology is essential to the success of these programs. The improved technology of the new equipment provides a clearer, brighter, and more colorful image which will enhance multimedia presentations, interactive demonstrations, and Web-based resources. The enhanced brightness will allow teachers to leave the classroom lights on without washing out the image. Existing computer and software programs will continue to operate with the new displays, leveraging our investments in hardware, software, and professional development. Further, students in the Response to Intervention (RtI) process and other who may have learning gaps will benefit from the ability to interact with the curriculum via the smartboard technology. Teachers can adjust the pace of learning and provide hands-on experiences to assist in remediation. Ongoing formative assessments will be used to measure growth and track progress towards mastery of content.

When students need additional assistance the (RtI), and or the Committee for Special Education (CSE), determine the needs of the student in order to align appropriate technology. A trial of an assistive technology device or software would be given and data taken to see if the chosen device or software supported the student in accessing the curriculum. If the device or software was appropriate the CSE would meet to review and adjust the IEP to include the specific device or software.

The districts goal of a 1-1 initiative as well as the goal around professional development to staff, will support the learning needs of students with disabilities, as it will ensure that teachers have the opportunity to learn about new programs to support students with special needs, as well as allow students to have access to instruction in a hybrid, remote or in-person learning platform.

Page Last Modified: 06/29/2022

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)

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 06/29/2022

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: 06/29/2022

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 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)

V. NYSED Initiatives Alignment

Page Last Modified: 06/29/2022

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: 07/13/2022

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	0.50
Technical Support	2.20
Totals:	**3.70**

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	End User Computing Devices	NA	235,000	Annual	☑ 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	NA
2	Staffing	NA	150,000	One-time	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public	NA

Page Last Modified: 07/13/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					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	
3	Professional Development	NA	15,000	Annual	☑ 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	NA
4	Other (please identify in next column, to the right)	Maker Spaces, Drones equipment, robotics,	60,000	One-time	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid	NA

Page Last Modified: 07/13/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
Totals:			**460,000**			

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

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.hffmcsd.org/domain/13

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

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 02/25/2022

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	☐ 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	Michael McElduff	Assistant Superintendent	michael.mcelduff@hffmcsd.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 Learning with Technology ☑ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized

Page Last Modified: 02/25/2022

	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

Page Last Modified: 02/25/2022

	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
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

Page Last Modified: 02/25/2022

	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
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

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 02/25/2022

	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

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.