

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 03/31/2022

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

William Blum

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

Director of Technology

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

2022-2025 Instructional Technology Plan - 2021

II. Strategic Technology Planning

Page Last Modified: 04/11/2022

1. What is the overall district mission?

It is the mission of the Eastchester Public Schools to provide a quality education in a safe, stable, and secure environment that fosters mutual respect, promotes the uniqueness of the individual, provides opportunities for student successes, and guides all students intellectually, emotionally, physically and socially.

Graduation Goals

The district has adopted graduation goals. A graduate of the Eastchester Schools will be:

- A respectful individual
- A life-long learner
- An effective communicator
- A complex thinker and problem solver
- A competent and responsible user of technology

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

Technology Vision Statement

*The Eastchester Union Free School District envisions technology as an integral component of student outcomes. Eastchester students **leverage technology tools and resources** to:*

- **engage** in the analysis and authentication of information and data;
- **explore** new and non-traditional ideas;
- **explain**, strategize, and plan long term outcomes;
- **elaborate** and collaborate to achieve goals;
- **evaluate** their environment to adapt and recover when things do not go according to plan.

For Students: *Through early explicit instruction, students build technological fluency, giving them the knowledge, skills, and confidence to embrace innovation, creativity and problem solving with a resilient mindset. As students grow into productive learners through inquiry and experimentation, technology tools encourage academic risk taking, provide real-time feedback, create a non-threatening environment for practice, and assist students in the articulation of their own thoughts.*

For Staff: *Eastchester staff utilize and implement technology-facilitated/enriched learning activities that are purposefully designed to balance the existing curriculum with individual student choice, agency, and creativity. In addition, technology is employed as a data collection resource that allows staff as practitioners to inform their instructional decision-making and the differentiation of instruction. Through this differentiation, educational opportunities are provided for each student to flourish and to follow their passions, academics and otherwise.*

For the District: *The district promotes and supports a shared decision-making model around technology that embraces stakeholder input and feedback, optimizes community knowledge and partnerships, and invests in the most impactful resources to ensure reliable and universal access to technology and support. In support of its staff members, Eastchester offers substantive, consistent, time-sensitive professional development that meets the on-going needs of its stakeholders and honors best practices.*

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 district started the planning process in 2020 by having Jeff Sun through LHRIC Services conduct a Technology Program Review. From the outcome of this program review, the district created and conducted additional committees which met to develop the direction of the district's technology program. Additional committees that provided direction and planning for technology were the District Technology Vision Statement Committee led by Jeff Sun and the District Strategic Planning Committee led by John Costa.

A list of meeting dates and the committee members including community members can be located on the district web site <https://www.eufsd12.org/Page/1221>

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

Page Last Modified: 04/11/2022

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

The district's 2022-2025 technology plan continues the goals of the previous technology plan but has incorporated the findings of the technology review led by Jeff Sun and the strategic planning committee led by John Costa to guide the district's technology plan and meet the requirements of today's students and educators. The plan will ensure that 1:1 devices, software and professional development are acquired foster learning in multiple types of environments and strengthen our educators use of technology within lessons. The district will embark on creating a new curriculum map using Edu Planet 21 to build a K-12 curriculum that will align the educational standards and the NYS Computer Science and Digital Fluency standards within our curriculum and meeting the district's vision of a graduate as a competent and responsible user of technology.

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

COVID-19 and the closure of schools, moving between a hybrid or remote learning model expedited the district's goals to ensure that all students would have equitable access to devices and internet for continued learning. The process of acquiring additional devices, upgrading infrastructure along with increasing professional development are reflected in the district's technology plan.

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)

2021-2022 K-1 classrooms received chromebooks for small group instruction and have shared carts for each grade level to support full classroom instruction when required.

2021-2022 Grade 6 has been provided 1:1 chromebooks and each year going forward entering grade six, students will receive a new device. Students will keep the device with them as they move to grades 7, 8 and 9. Grades 6 through 9 will become 1:1 in school year 2024-2025.

2022-2023 the district will populate grades 2-3 classrooms with 1:1 devices for in school use and deployment for remote learning if required.

2023-2024 the district will populate grade K-1 with chromebooks in each classroom to meet 1:1 deployment if required for remote learning.

Grades 10, 11 and 12 have the ability to borrow a district chromebooks or choose to BYOD to prepare to use the device of their choice when entering higher education or the private sector.

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

School year 2024-2025

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.

When possible Eastchester Schools has utilized the manufacturer's professional development offered when renewing or purchasing software and apps deployed in the district. Eastchester is part of the SWB-LHRIC Model Schools program and works with the LHRIC staff to create meaningful and timely professional development for applications, apps and technology being used in the district. By using these resources and the district's Ed Tech Facilitators to meet with and coach educators the district continues to provide administrators and educators the tools needed to create an environment where student's will thrive and graduate as competent users of technology.

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

2022-2025 Instructional Technology Plan - 2021III. Goal Attainment

Page Last Modified: 03/31/2022

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

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

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

Moderately
- 3. Digital Capacity and Access – The District’s technology infrastructure supports learning and teaching in all of the District’s environments.**
The district has met this goal:

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

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

Moderately

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 04/11/2022

1. Enter Goal 1 below:

The district's first of three goals will continue to build on portions of the infrastructure work completed in the 2018-2021 Instructional Technology Plan. The 2022-2025 Instructional Technology Plan will introduce new infrastructure providing students and instructors with high speed internet access, devices, software and security for in school and remote learning environments.

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

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

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

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

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

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

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

The district will use the LHRIC Cacti bandwidth software to analyze and monitor the upgrade and expansion of high speed internet for staff and students. The district will be transitioning from the Aerohive-hive manager to the Extreme XIQ cloud based manager to configure, control and monitor the utilization of wireless access points within the district. By utilizing the Google admin console, Google sheets and eventually the Inventory module built into LHRIC Service Now we will manage and know which students have received 1:1 devices, and the location of devices in classrooms and carts that are available for student use which wasn't available prior. By utilizing analytical tools built into software applications, Classlink and assessment software like NWEA the district will monitor the usage and effectiveness of applications being implemented by the district. By using the data collected we will have the ability to determine that our goal for a 1:1 device per student and their ability to learn from multiple locations using secure web based applications has been obtained..

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.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 04/11/2022

| | Action Step | Action Step - Description | Responsible Stakeholder: | 'Other' Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---------------|----------------|--|--------------------------|--------------------------------------|--------------------------------|------------------|
| Action Step 1 | Budgeting | Approval of funding and the replacement access points and configuration. This action will take place each year of the plan. | Director of Technology | SWB-LHRIC- MITS Services | 09/01/2022 | \$0.00 |
| Action Step 2 | Purchasing | Purchase, Installation of XIQ wireless access points to replace end of life Access points. This action will take place each year of the plan. | Director of Technology | SWB-LHRIC-Project Purchasing | 12/01/2022 | \$74.000 |
| Action Step 3 | Implementation | Migration from Aerohive Hive Manager to Extreme XIQ cloud manager | Director of Technology | Assistant Superintendent of Business | 07/01/2022 | \$0.00 |
| Action Step 4 | Planning | Identifying the number of end of life chromebooks and new chromebooks required to meet the district's goal. This action will take place each year of the plan. | Director of Technology | Assistant Superintendent of Business | 06/30/2022 | \$190,000.00 |

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 | Budgeting | Approval of funding for the purchase of additional chromebooks. this step will repeat each year of the plan. | Director of Technology | Assistant Superintendent of Business | 07/01/2022 | \$0.00 |
| Action Step 6 | Purchasing | Submit purchasing request for chromebooks to SWB- | Director of Technology | Assistant Superintendent of Business | 06/30/2022 | \$140.000.00 |

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 04/11/2022

| | Action Step | Action Step - Description | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---------------|-------------|---|--------------------------|---------------------------------|--------------------------------|------------------|
| | | LHRIC NPPR program. This process will take place each year of the plan. | | | | |
| Action Step 7 | Budgeting | Approval of funding for software renewals and new Crowdstrike software purchases. This action will take place each year of the plan. | Director of Technology | N/A | 06/30/2022 | \$0.00 |
| Action Step 8 | Purchasing | Purchase and implement new Crowdstrike end point protection software and renewal of district software licenses. Request for quotes on new software apps to be implemented. This action will take place each year of the plan. | Assistant Superintendent | Director of Technoogy | 06/30/2022 | \$0.00 |

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 04/11/2022

1. Enter Goal 2 below:

The district's second goal will be to develop and promote professional development related to the integration of technology and curriculum. Professional development will be based on an evaluation of staff interests and needs along with the need for the district to align curriculum with the NYSED Computer science and digital fluency standards. The district is hiring two full time Ed Tech Facilitators to provide increased in person coaching and instruction on new applications and learning platforms being introduced to the district.

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.

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

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

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

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

The district will evaluate instructional technology goals through the use of surveys, anecdotal evidence, district-wide technology meetings, professional development evaluations, and observation of teacher and student utilization. Informal measurement of the goal will be obtained through the use of professional development activities and collaboration events. The data collected will be used to adjust the professional development offerings and provide a more targeted program towards instructional needs. The goal of professional development can only be accomplished when all instructional staff are proficient in the use of the tools they have chosen to deliver their curriculum. We believe that the achievements of students and their ability to absorb, independently use and discuss the content being delivered by teachers successfully is the indication that the on-going work of professional development has been accomplished.

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.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 04/11/2022

| | Action Step | Action Step - Description | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---------------|----------------|--|--------------------------|--|--------------------------------|------------------|
| Action Step 1 | Planning | The district will work with vendors, SWB-LHRIC Model Schools and newly hired Ed Tech Facilitors to create and schedule professional development for new software, apps and Instructional methods. The PD planning will also incorporate the districts desire to provide a deeper instruction of exisitng platforms and tools in use. | Director of Technology | Assistant Superintendent of Curriculum | 08/26/2022 | \$0.00 |
| Action Step 2 | Budgeting | Confirmation of the funding, This action will take place each year of the plan. | Director of Technology | Assistant Superintendent of Business | 08/26/2022 | \$0.00 |
| Action Step 3 | Purchasing | Approved funding will be used to purchase services from software manufacturers and SWB-LHRIC Model Schools. This action will take place in each year of the plan. | Assistant Superintendent | Director of Technology | 07/01/2022 | \$40,000.00 |
| Action Step 4 | Implementation | A professional development schedule will be developed and put in place for the year. This action will take place each year of the plan | Director of Technology | Assistant Superintendent of Curriculum | 08/26/2022 | \$0.00 |

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.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 04/11/2022

| | Action Step | Action Step - Description | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---------------|-------------|---------------------------|--------------------------|---------------------------------|--------------------------------|------------------|
| Action Step 5 | N/A | N/A | N/A | N/A | (No Response) | \$0.00 |
| Action Step 6 | N/A | N/A | N/A | N/A | (No Response) | \$0.00 |
| Action Step 7 | N/A | N/A | N/A | N/A | (No Response) | \$0.00 |
| Action Step 8 | N/A | N/A | N/A | N/A | (No Response) | \$0.00 |

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 04/11/2022

1. Enter Goal 3 below:

The district's third goal will be to create a K-12 curriculum path for all students to have equitable access and individual learning plans that provide pathways to the graduation goals they and their families have created. Using Eduplanet21 the district plans to align the NYS Computer Science and Digital Fluency Learning Standards into the K-12 curriculum to meet the district's and community's goal to graduate a competent user of technology.

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

Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences

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

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

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

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

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

This goal will be measured using the analytical features within applications used to support the curriculum designed and used in our classrooms. Through the use of Eduplanet21 for curriculum planning and mapping the district will collect data to support the curriculum paths designed for student growth and the district's vision of a graduate

Supporting data will be collected, reviewed and compared to determine the effectiveness of the curriculum implementation by using:

- Regents Exams
- NWEA assessment data
- NYS grades three to eight assessment testing
- Teacher observations
- AIS intervention teams
- Administrative reviews
- Teacher surveys
- Parent Surveys

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.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 04/11/2022

| | Action Step | Action Step - Description | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---------------|--------------------------|---|--------------------------|---------------------------------|--------------------------------|------------------|
| Action Step 1 | Implementation | Eastchester will be purchasing a new Curriculum mapping software EduPlanet 21 this year. The implementation of the software will begin at the end of the 2022 school year and continue into the summer of 2022. The new curriculum mapping software will be ready for curriculum committees, Administrators and teachers to start training on in September of 2022. | Assistant Superintendent | Director of Technology | 08/26/2022 | \$20,000.00 |
| Action Step 2 | Planning | The district will bring curriculum committees and Ed Tech Facilitators together to plan the introduction and professional development of Eduplanet21 for instructional staff in August of 2022. | Assistant Superintendent | Director of Technology | 08/26/2022 | \$0.00 |
| Action Step 3 | Professional Development | The district will be hiring two new full time Ed tech facilitators. The hiring of two facilitators will increase the in person coaching and professional development provided to staff. The facilitators will be integral in training teachers in the use of EduPlanet21, assisting with aligning standards and | Director of Technology | Assistant Superintendent | 06/23/2023 | \$150,000.00 |

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 04/11/2022

| | Action Step | Action Step - Description | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---------------|-------------|--|--------------------------|---------------------------------|--------------------------------|------------------|
| | | integrating standards into lesson planning and curriculum writing. | | | | |
| Action Step 4 | Evaluation | Using the tools mentioned in question #5, The district will collect data to track and evaluate the curriculum programs that have been implemented for K-12. Adjustments will be made on a yearly basis with the use of data collected. Program changes overall to software platforms purchased for curriculum and instruction will take place every 3-5 years permitting the curriculum to become fully integrated and providing cumulative data to base program changes on. | Assistant Superintendent | Director of Technology | 06/01/2025 | \$0.00 |

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 04/11/2022

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

8. Would you like to list a fourth goal?

No

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2022-2025 Instructional Technology Plan - 2021V. NYSED Initiatives Alignment

Page Last Modified: 04/11/2022

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.

During the pandemic, teachers and students were introduced to a wealth of devices, digital tools and web based applications to facilitate learning. The learning curve for these digital resources needed to be quick and immediate to meet the challenge of teaching and effectively communicating with students virtually. We are now capitalizing on the momentum created during the pandemic by incorporating the use of 1:1 and BYOD devices for all grade levels. The district is establishing targeted professional development for teachers and partnered with LHRIC Model schools to assist in the delivery of these sessions. The professional development will enhance existing digital skills teachers and students who have been introduced to but also provide a deeper understanding and use of the digital tools available. The district has been using Ed Tech Facilitators and will be hiring two full time facilitators this year to provide additional coaching for the integration of technology into classrooms using the SAMR model. Part of the Ed Tech facilitators goals is to assist and support teachers with incorporating the NYSED Computer Science and Digital Fluency skills into their lessons and curriculum writing to continue preparation for the NYS full implementation date of September 2024. The use of technology by teachers today is apparent in the way lessons, homework and communications are being delivered. Lessons are based in Google Classroom and the access to applications are through the use of Classlink, a dashboard for students and teachers applications. Teachers provide digital content to students for lessons and homework while providing live comments on work and assignments. Students are able to demonstrate their ability to use technology and show their understanding of concepts by completing the digital tasks assigned to them and collaborating with other students on their work to provide feedback. Students are using technology to research and provide independent work on topics assigned to them by their teachers. Students in grades K-12 are being guided by teachers to use digital devices and resources that allow them to individually explore topics of interest while using the digital skills required to become a competent user of technology.

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 has the capacity to provide all students with equitable access to devices for learning from any location. Teachers, students, administrators and staff have access to high speed internet enabling access to web based resources for learning in any environment. If any of the district’s stakeholders do not have internet access for learning the district has secured Kajeet hot spots to enable continued learning through LHRIC. As the district increases its bandwidth to accommodate the growth in digital use while in school we also continue to increase our capacity to provide Chromebooks, iPads and laptops to teachers, students and staff. Part of the district’s responsibilities when using digital resources is to provide a secure and safe digital environment. By partnering with LHRIC MITS services we will be upgrading our server and endpoint protection with AI based CrowdStrike security software. This software will provide state of the art security protection for users connecting to and using digital resources.

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.

Using technology for students with disabilities allows students to be more independent and allows the curriculum to be differentiated and individualized (i.e., different font, various lexile reading levels, format/presentation, extra space, etc). In addition, there are a variety of applications and extensions that assist student with disabilities in regards to vocabulary, written expression skills, and comprehension (i.e., Snap and Read, Co-Writer, etc.). Furthermore, audiobooks/books on tape for example via Bookshare or Learning Ally allow students with disabilities to access grade level material more readily.

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 04/11/2022

- 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)

- 4a. If 'Other' was selected in Question 4 above, please explain here.**

Various applications, extensions, and software programs are available to use for students with disabilities to enhance access to instruction. For example, Lexia, Snap and Read, Bookshare, Flip Grid, Kami, Peardeck, Boom Cards, etc. In addition, assistive technology such as use of computers and other augmentative devices are used to assist students.

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

- | | |
|---|---|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom | <input type="checkbox"/> Using technology as a way for students with disabilities to demonstrate their knowledge and skills |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input type="checkbox"/> Research, writing and technology in a digital world | <input type="checkbox"/> Electronic communication and collaboration |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology | <input type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input checked="" type="checkbox"/> Reading strategies through technology for students with disabilities | <input type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input type="checkbox"/> Helping students with disabilities to connect with the world |
| <input type="checkbox"/> Using technology to differentiate instruction in the special education classroom | <input type="checkbox"/> Other (please identify in Question 5a, below) |

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 04/11/2022

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

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

7. The district's Instructional Technology Plan addresses the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments in multiple languages.

Yes

7a. If Yes, check one below:

In the 5 languages most commonly spoken in the district

7b. If 'Other' was selected in 7a, above, please explain here.

N/A

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

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

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 04/11/2022

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.

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website. | <input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district. | <input type="checkbox"/> Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work. |
| <input checked="" type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone. | <input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed. | <input checked="" type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./ |
| <input type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment. | <input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity. | <input type="checkbox"/> Provide online mentoring programs. |
| <input checked="" type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity | <input type="checkbox"/> Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity. | <input type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues. |
| <input type="checkbox"/> Create a survey to obtain information/about students' living situations./contact information./access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs. | <input checked="" type="checkbox"/> Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website. | <input type="checkbox"/> Offer a technology/support hotline during flexible hours. |
| <input type="checkbox"/> Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions. | <input checked="" type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for | <input type="checkbox"/> Make sure technology/support is offered in multiple languages. |
| <input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods. | <input type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)./ | <input checked="" type="checkbox"/> Other (Please identify in Question 9a, below) |
| <input checked="" type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity. | <input checked="" type="checkbox"/> Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content. | |

9a. If 'Other' was selected in Question 9 above, please explain here.

We have provided a "hot spot" internet connection using Kajeet for students experiencing homelessness to access internet for learning.

2022-2025 Instructional Technology Plan - 2021V. NYSED Initiatives Alignment

Page Last Modified: 04/11/2022

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.

- 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

Page Last Modified: 04/11/2022

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 | 2.00 |
| Technical Support | 4.00 |
| Totals: | 7.00 |

2. Investment Plan

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

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

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

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

| | Anticipated Item or Service | "Other" Anticipated Item or Service | Estimated Cost | Is Cost One-time, Annual, or Both? | Potential Funding Source | "Other" Funding Source |
|---|-----------------------------|-------------------------------------|----------------|------------------------------------|--|------------------------|
| 1 | End User Computing Devices | N/A | 570,000 | Both | <input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A | N/A |
| 2 | Network and Infrastructure | Installation and Configuration | 225,000 | Both | <input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public | N/A |

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 04/11/2022

| | Anticipated Item or Service | "Other" Anticipated Item or Service | Estimated Cost | Is Cost One-time, Annual, or Both? | Potential Funding Source | "Other" Funding Source |
|---|---|-------------------------------------|----------------|------------------------------------|--|------------------------|
| | | | | | <input type="checkbox"/> Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A | |
| 3 | Instructional and Administrative Software | Implementation and Configuration | 60,000 | Annual | <input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A | N/A |
| 4 | Professional Development | LHRIC Model Schools | 120,000 | Both | <input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid | N/A |

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 04/11/2022

| | Anticipated Item or Service | "Other" Anticipated Item or Service | Estimated Cost | Is Cost One-time, Annual, or Both? | Potential Funding Source | "Other" Funding Source |
|----------------|-----------------------------|-------------------------------------|----------------|------------------------------------|--|------------------------|
| | | | | | <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A | |
| Totals: | | | 975,000 | | | |

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.eufsdk12.org/Page/1221>

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: 04/05/2022

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.

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

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

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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 04/05/2022

| | Name of Contact Person | Title | Email Address | Innovative Programs |
|--|------------------------|-------|---------------|---|
| | | | | <input type="checkbox"/> Learning Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C |

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

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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 04/05/2022

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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 04/05/2022

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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 04/05/2022

| | Name of Contact Person | Title | Email Address | Innovative Programs |
|--|------------------------|-------|---------------|--|
| | | | | Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C |

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