

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 10/08/2021

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

Christopher Forget

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

Director of Technology

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

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1. What is the overall district mission?

The Fire Island School District believes in a collaborative approach to instruction that is designed to meet the individual needs of the students. Our mission is to create a safe, supportive, student-centered environment. We are committed to helping all children achieve academic excellence through creative challenges within our unique island setting.

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

Education at FIUFSD is built on tradition, excellence, and pride. A full range of extra curricular activities and student programs are offered to the approximately 40 students who are supported by the faculty of 15. The small size of the student body allows the staff to create and foster an open and nurturing environment that encourages personal interaction and direct communication between staff and students.

FIUFSD considers the integration of portable computing devices into the classroom curriculum as an important part of the education of its students and staff. The use of computing devices in the classroom has the potential to provide all staff with increased opportunities for collaborative projects, instructional materials, and ideas. Due to the district's geographic isolation and the small size of the student body, staff collaboration is an important part of the complete, life-long, education of the students attending Woodhull Elementary School.

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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.

In order to keep pace with new technologies, FIUFSD allows the staff to attend various technology conferences, remote technology showcases, professional development courses, and acquires educational technology catalogs, all of which provide key brainstorming ideas for use in the technology planning process.

New technologies are then researched and if applicable, a pilot program is instituted to assess the technology and its impact on pedagogy. The staff provides feedback and input into what technologies would be most beneficial in their goals to administer cutting edge learning opportunities to the students. This feedback can be provided informally via discussion or conversations, email, or more formally within a weekly staff meeting.

All technology decisions are evaluated by the District Administration for appropriateness, ease of use, and cost. A technology will then be adopted and added to the plan and scheduled either for immediate deployment or into a future technology planning year.

After deployment or implementation, the staff provides further feedback informally via discussion or conversations, email, or more formally within a staff meeting. The technologies will then be evaluated by the District Administration to determine possible continued use or termination.

For the purposes of this plan, individual interviews were held with classroom teachers to discuss classroom technologies in place and technologies that were on the “wish list” but were not integrated or in plan. These informal interviews were held by the Technology Director and teachers and included discussions of hardware (tablets, cameras, interactive boards, document cameras, desktops, laptops, software (Office Suites and Audio/Visual creation tools), and online services. All suggestions were recorded and will be evaluated within the timeframe of this plan for aforementioned factors. Teachers are interested in more “remotely accessible” resources like audio/visual learning tools, audio recordings, learning and research tools. These requests are a direct result of COVID closure and remote learning environment requirements.

Technology Planning Meetings and Outcomes:

Date	Attendees	Notes	Outcomes
11/10/2021	G Donovan, Technology Director	Discussion of Technology Plans for 5 and 6 Grade.	Looking to implement more online resources similar to Newsela.
11/12/2021	G Donovan, Technology Director	Further Discussion of Technology Plans for 5 and 6 Grade	Investigate professional development courses for teachers who want to use more online resources.
11/22/2021	Teachers, Principal, Technology Director	Work on existing technologies and discussion of which to continue to use.	Discussed which online resources should be continued (google suite, apple suite, brainpop, newsela, buncee). Discussed the end of SmartMusic use due to limited effectiveness.
12/07/2021	K. Leone, Technology Director	Discussion of Technology Plans for Music	Interested in youtube ad-free and to continue finale software and Teachers Pay Teachers for curriculum assets.
12/16/2021	Principal, Technology Director	Review technology goals and possible changes.	Emphasis on digital equity. Possibly change lower grade level devices from ipads and/or laptops to ipads with keyboards and stylus.
01/06/2022	G. Donovan, Technology Director	Discussion of Technology Plans for Grade 5 and 6	Teacher wants to keep using Common Lit, Studies Weekly, BrainPop, Readworks, Sporkle, Fishtank Learning, LiveBinder, Science A-Z, Core Knowledge, and EL Education. Need to investigate all of these resources for student login opportunities to increase

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01/12/2022	K. Imbriale, Technology Director	Discussion of Technology Plans for Grade 3	equitable access. Specifically discussed access to currently unavailable resources: Kahoot, Nearpod, IXL, Flipgrid, and Kami.
01/19/2022	M. Appell, Technology Director	Discussion of Technology Plans for Grade 4	Discussed the need for a keyboarding or typing skills via online or software driven instruction. Access to Newsela, generation genius should continue.
02/02/2022	Library Media Specialist, Art Teacher, ESL / Spanish Teacher, Technology Director	Discussion of new technologies and possible changes to existing technology.	Librarian would like to get "outside" access to the catalog which would require an "outsourced" or hosted solution. Art Teacher would like to get a device to project larger objects onto smartboard similar to existing technology (document camera).
02/02/2022	Business Official, Technology Director	Discussion of security and data privacy in regards to technology.	Business Official had attended Webinar about Cyber-Security and had several points to address: public and district wifi, protecting the financial data and the personnel data. Suggestion of dual homed, split networks to isolate public internet and district internet.
02/11/2022	J. Crawson, Technology Director	Discussion of Technology Plans for Pre-K and K	Teacher would like to use Starfall at the student login level, continue using Reading A-Z, Seesaw, and storyline. Teacher is interested in iPads with apple pencils since the rubberized stylus are distracting.
02/22/2022	BOE, Public, Superintendent, District Clerk, Business Official, Technology Director	Discussion of Technology Plan and future goals. Surveyed all at the meeting for input into the plan.	Goals for security included separation of existing WiFi networks into public and district. Professional development through online resources would be implemented.
02/28/2022	Principal, Technology Director	Digital resources equity and online access.	Discussed the online music library and creating a local or hosted shared music area for teachers and students.
02/28/2022	K. McNulty, Technology Director	Discussion of Technology Plans for Grade 1 and 2	Teacher needs more professional development on newly acquired services. Teacher would welcome replacing laptops with iPads and keyboards / apple pencils. Wants to keep using Buncee, Book Creator, Epic Books, and tactile learning

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devices.

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

The previous Technology Plan set about expanding the 1:1 computing device initiative that was started in 2007. The previous plan provided laptop devices to students from grade 3 to grade 6. There were shared devices provided to the students in 1-2 grade and shared "station" desktop computers for pre-K and K. As the plan was reviewed, the district evaluated use and aptitudes throughout these grade levels. This plan seeks to refine the 1:1 at the pre-kindergarten grade levels albeit with more age appropriate devices. In order to facilitate introduction to technology at the pre-kindergarten and kindergarten grade level, tablets have been provided but with limited use due to less refined fine motor skills. The district is evaluating tablets with styli for this plan to help pre-k and K students use the devices more meaningfully. For the early elementary students, a combination of laptop device or a tablet device with keyboard is being considered. This updated plan intends to continue device roll-outs to older students who are responsible and cautious with equipment. This technology plan further evolves the learning initiatives set forth in the previous plan by expanding access to devices for learning as well as providing grade level appropriate access to internet-based services and resources. The previous plan provided 1:1 device deployment to 100% of the administrative and teaching staff and 1:1 device deployment to 65% of the student population. This plan intends to extend the 1:1 mobile device deployment to 100% of students.

The previous plan also detailed how the district intended to provide safe access and protection from malware, viruses, and hackers through deployment, configuration, and maintenance of network infrastructure and services. The district intends to increase the network uptime to 85% availability during the school year and 75% during the breaks. The district also hopes to achieve 85% availability during the entire school calendar year for electronic mail service by moving to a hosted email server service rather than on premise as currently deployed. The district moved away from a premises based device protection solution to an online device protection service which allows the devices to be protected both in school and remotely. This pilot program is being evaluated during the term of this plan.

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

Prior to the COVID 19 pandemic and the "quarantine" school year, the district relied heavily on school premises-based resources and tools. From using office software suites which were locally installed, to physical copies of books and resources, the district provided instruction with the confines of the school buildings. With the movement toward remote learning, access to online services and resources became a more emphatic focus. To provide remote learning abilities to staff and students, the district has piloted an Learning Management System and is currently evaluating other LMS to ascertain if the currently implemented system is the best fit. The LMS was deployed to 100% of the staff and students but is currently used by 75% of the students and 65% of the staff (administrative staff uses local shares rather than cloud based). The pre-k and kindergarten grades as well as 1st and 2nd grade need to gain more experience with their devices in order to more actively use the LMS. The district hopes that continued deployment and more extensive use will increase the student use to 85% or more.

The district is currently evaluating online and outsourced email services which will provide more reliable access to email communications regardless of the user location. The district does have online backup and online spam filtering but the major issue is how to migrate existing messages and in the event that the messages need to be retrieved, how to backup these messages. As mentioned in #4 above, email downtime is a significant issue due to required patches and subsequent crashes which render the on premise server unavailable. The district experienced availability of 70% for the on premise mail server and hopes to increase mail availability to 85% with a hosted email service deployment.

The district also uses remote videoconferencing service to augment remote learning environments. This service records automatically and therefore is available for distribution to students as needed. This service is also in evaluation mode and other services are under consideration for cost and effectiveness. The district had 80% staff and student participation in videoconferencing sessions during the pandemic when sessions were offered. This participation level is appropriate for the school district population as administrative staff were communicating through email rather than via videoconferencing. 100% of the students participated regularly in videoconferencing sessions provided during the pandemic and 100% of the teaching staff participated and provided these sessions.

6. Is your district currently fully 1:1?

Yes

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

The district professional development plan aligns curriculum, instruction, technology and assessments to NYS Learning Standards and increases the level of integrated technology into units of study and continues to expand teacher knowledge of available technology and its applications. The district contracts with Eastern Suffolk BOCES to use a BOCES Technology Integration Specialist (TIS) to facilitate teacher and staff implementation of district-provided instructional technologies. District provides weekly and monthly professional development sessions to teachers and staff, supplying opportunities for implementing instructional technologies that are directly aligned with curriculum.

The district has set the goal to implement the Technology Learning Standards which NYSED has set forth. To achieve this implementation, the district is exploring the standards and working with the BOCES TIS to create professional development curriculum for teachers in order for students to acquire the skills which are enumerated in the standards. The district and the BOCES TIS plan to create, pilot, and implement the curriculum throughout the years for which this technology plan has been developed.

The district has determined that professional development must occur frequently and regularly based on feedback from teachers. This feedback is ongoing and constant and the district has continuously budgeted and scheduled professional development for staff to maintain the necessary skills. The district believes that the staff can afford time away from the classroom at least once per month to attend individualized professional development sessions outside of the weekly sessions provided by the BOCES staff. This has been determined through feedback from staff and from professional development providers. The administration will use feedback from the professional development providers, BOCES staff, and teachers to evaluate the effectiveness of the plan. The administration will use once yearly classroom observations and quarterly student-centric project presentations to evaluate the effectiveness of plan as well. The district plans to provide adequate substitutes and classroom replacement staff to allow teachers to attend professional development sessions as well as daily planning time periods.

The district hopes to have 75% of the teaching staff execute the professional development plan as measured by the quarterly student presentations of curricular content. These presentations will include technology, oral and written educational sessions, and technology-driven audio-visual media created by students and supported by teachers. The district hopes to have 70% of the students create these quarterly presentations for review.

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

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

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

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:

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:

Moderately
- 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

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2022-2025 Instructional Technology Plan - 2021**IV. Action Plan - Goal 1**

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1. Enter Goal 1 below:

Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies by creating, piloting, and implementing a technology curriculum which aligns with NYSED Standard 5 - Technology standards. This goal includes the training and integration of technology through professional development provided by BOCES TIS / Model Schools, as well as conferences, seminars, and online training opportunities for educators and leaders. As technology is an ever-changing element of educational curriculum, this goal will be ongoing without a foreseeable conclusion.

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

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

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

2022-2025 Instructional Technology Plan - 2021**IV. Action Plan - Goal 1**

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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.**

We will gauge success through various metrics. Professional Development has been a major request from staff and participation is anticipated to be high. Although these development opportunities will be available, not all will be applicable to all participants. We intend to use participation / attendance measurements to determine additional or supplemental development topics and opportunities. End of development "testing" or "topic content quizzing" will be used to determine information retention and effectiveness of the training materials. Written surveys will be used to determine effectiveness and appropriateness of content. The Technology Director will continue to track all technology issues as per standard operational process, and will then determine if the Professional Development is effectively reducing technology use issues. The district will provide at least 12 professional development sessions scheduled monthly for all educational staff at the curriculum level. The district also will provide 80 days of professional development and lesson plan creation and modeling through BOCES employees at a rate of at least twice per week. The Director of Curriculum will establish specific professional development initiatives which will then be measured via classroom observations, pre-training and post training surveys, and review of student achievement through measurable benchmarks (aimsweb and report card review). Due to the small student population size at the district, student achievement percentages would be skewed (for example a classroom with just 6 students would denote high achievement only if all 6 students had marked improvements).

At least twice per educational year, the district will measure and analyze the status of this goal. Data will be analyzed for improvements as most staff provide more specific feedback which focuses on negative experiences rather than positive. With the negative feedback, adjustments will be made as quickly as possible to further meet the needs of staff.

Based on feedback from the staff, the district will achieve the goal when educational technologies are used by staff with confidence and with frequency and when the staff requests more advanced professional development or to acquire more technologies that will assist them in their efforts. Due to the district's small user / device population, the measurements and results will be difficult to quantify but the district will use best efforts to measure results meaningfully. The district hopes to achieve 80% student mastery of the Technology Curriculum (per NYSED) by the end of this plan.

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	Planning	Meet with Stakeholders and review past success and shortcomings in order to plan for the future.	Building Principal	Director of Technology	12/31/2025	\$15,000
Action Step 2	Purchasing	Purchase services and devices that align with the plan	Director of Technology	Business Official	06/30/2025	\$80,000
Action Step 3	Professional Development	Provide Professional Development to Staff which aligns with technologies purchased.	Building Principal	BOCES TIS, Director of Curriculum	09/01/2025	\$40,000
Action Step 4	Implementation	Integrate technologies with curriculum	Building Principal	BOCES TIS, Director of Curriculum	09/01/2025	\$20,000

7. **This question is optional.**

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IV. Action Plan - Goal 1

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

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

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2022-2025 Instructional Technology Plan - 2021**IV. Action Plan - Goal 2**

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1. Enter Goal 2 below:

Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders by planning for and implementing hardware and software updates, upgrades and replacements, testing and securing infrastructure with new technologies, and evaluating and replacing old technologies through new acquisitions. This plan also includes research and possible development of a "separated network" for public use along with the public library located within the school campus. This separated network would prevent unauthorized access to sensitive data and resources on the educational network and would further bolster the district from cyber intrusions. Cybersecurity is an on-going process with no foreseeable endpoint and this goal will likewise continue beyond the timeframe of this plan.

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

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

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

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

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

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

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IV. Action Plan - Goal 2

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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.**

Any intrusions and malware or virus infections will be curtailed or prevented and a greater than 90% network uptime will be the measurement. Reports from the online dashboards of the malware and email filters will be used to determine any security violations. Any downtime is measured through repair and restoration times. Firewall and filter logs will be reviewed and the configurations on the equipment and services will be adjusted to provide on-going protection. Additional testing of patches and updates will be performed on parallel equipment to determine possible downtime issues. Yearly restoration and backup testing will be done and effectiveness of the processes will be determined. Feedback from administration will be used to evaluate effectiveness and success.

Malware prevention will be measured by the logs from the malware software vendor which will detail remediations and deterrence. A greater than 90% malware prevention will be the measurement.

The district is investigating intrusion detection testing and if done, the report will be used to determine how effective the goal has been accomplished. Cybersecurity is an on-going process with no foreseeable endpoint and therefore the measurements will be difficult to quantify. Network uptime, device security, and server security will be the main measures to ascertain the effectiveness and progress of this goal.

At least twice per educational year, progress will be checked and measured against this goal. The Director of Technology, the Superintendent, and the Business Official will review any data relevant to events or incidents during the lifetime of this plan, and will adjust the plan accordingly.

Due to the district's small user / device population, the measurements and results will be difficult to quantify but the district will use best efforts to measure results meaningfully.

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	Planning	Attend technology conferences and obtain or observe technology demonstrations which may be used to enhance, secure, and upgrade network security and availability. Request and collect peer reviews and feedback on equipment, services, and technologies. Provide feedback to peers for recent and planned acquisitions.	Director of Technology	Principal	06/30/2025	\$10,000
Action Step 2	Budgeting	Meet with administration, staff, and community stakeholders regarding	Director of Technology	Business Official, Superintendent	06/30/2025	\$8,000

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		new and updated or upgraded technologies which increase availability and security across the network infrastructure. Provide relevant planning and research documentation and pricing for budget purposes.				
Action Step 3	Cybersecurity	Ensure all devices are up to date with patches and hardware or maintenance contracts. Use monthly planning reminders to apply and check all devices for security. Update and adjust web filtering hardware and firewall interfaces. Check email filter hardware weekly for threats or false positives.	Director of Technology	Teachers, TIS, Director of Curriculum	06/30/2025	\$12,000
Action Step 4	Infrastructure	Implement, purchase, and maintain network and server infrastructure to provide highly available access to information both locally and globally to support teaching initiatives and student learning. Included in this step is network infrastructure which provides filtering and network monitoring to assure that all users are given appropriate information and are adequately safe from harmful or provocative	Director of Technology	Teachers, Director of Curriculum, TIS, Third Party Integrators	06/30/2025	\$40,000

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		resources which are not academically relevant.				

7. This question is optional.

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

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

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2022-2025 Instructional Technology Plan - 2021**IV. Action Plan - Goal 3**

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1. Enter Goal 3 below:

Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences by continuing to improve and adjust 1:1 computer initiative and 1:1 tablet initiative, acquiring access to online database and research resources through cooperative services, and provide devices to supplement or alleviate online access issues for students, staff and their families, allowing greater participation in the global discussion through technology. This plan also includes research and possible development of a "separated network" for public use along with the public library located within the school campus. This separated network would allow the public and students and families to access online resources in a safe space with appropriate filtering in place. This public network would enhance the district's goal to provide equitable access to resources by extending this access beyond the immediate educational community to the greater community beyond the campus. Equality and equitable access to resources is an ongoing goal that will outlive the timeframe of this plan. The district will continue to plan and execute initiatives which embrace creating a more equalized educational environment for all students, staff, and their families.

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.

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

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

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

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

All 35-40 students and all 30 educational staff members will be issued or have access to district computing devices either laptop or tablet. The use of these devices will be supplemented with monthly and twice (2x) weekly professional development for staff and once weekly instruction for students to aid in equitable access and use. To evaluate the success of this goal, the district will discuss and survey the staff twice (2x) per educational year regarding overall use of the technologies, specifically devices and any relevant services. Twice (2x) per educational year, the district will use report tools on the various services to determine actual user access and outcomes. These reports will help the district refine the services and devices offered throughout the term of this plan. At least 10 times per educational year (about once per month) the district will review new services for possible inclusion into the curriculum.

Due to the district's small user / device population, the measurements and results will be difficult to quantify but the district will use best efforts to measure results meaningfully.

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,

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IV. Action Plan - Goal 3

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three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Discover and test technology tools for use both online and localized to foster collaboration with peers both in-district and outside.	Director of Technology	Superintendent, Principal, Business Official	06/30/2025	\$20,000
Action Step 2	Infrastructure	Ensure adequate global connectivity to online resources through monitoring and re-evaluating current broadband and satellite vendor contracts. Request new technology and bandwidth updates from vendors to determine possible upgrades to existing connections.	Director of Technology	Business Official, Principal	06/30/2025	\$28,000
Action Step 3	Research	Create lessons and implement teaching methods which highlight online resources and their appropriateness and validity. Database access and evaluation on the student level taught so students can adequately and safely filter information from digital sources.	Library Media Specialist	Director of Curriculum, Principal	06/30/2025	\$27,000
Action Step 4	Evaluation	Review and revise curriculum and lesson plans after presentation and critique of finalized Unit projects. Discuss technology requirements to improve or change	Curriculum and Instruction Leader	Principal, Library Media Specialist	06/30/2025	\$22,000

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IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		curriculum outcomes.				

7. This question is optional.

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

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

8. Would you like to list a fourth goal?

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.

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

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1. Explain how the district use of instructional technology will serve as a part of a comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students.

Use and application of new and existing sources of technology are included in the district-wide professional development plan and implementation. All use of technology is aligned to State standards and local curriculum. Annual professional development plan is designed to include instructional technology in all areas of curriculum. Monthly sessions with all teachers and administrators facilitate the safe and effective integration of technologies into instruction and support teachers in the alignment of these technologies with their specific curricular and student needs. Technology Integration Specialist works with teachers individually to utilize technology in creative and effective ways that align directly with curriculum, providing opportunities for a variety of dynamic formats of expression of acquired knowledge. Students use technology to create student work and projects that demonstrate their understanding of key concepts and their maturation of scholastic and technological skills. Students create ebooks, demonstrate proficiency in keyboarding, make presentations and use word processing to create documented understanding, use software to practice musical concepts through audio or video capture, code and create 3D objects, and demonstrate abilities to find research through online databases and resources. Students are encouraged to use the software and the devices to produce school work that are collaborative, giving students opportunities to find commonalities. The district intends to have 70% of students achieve requisite technology skills which will be measured twice per school calendar year in the fall and the spring.

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 is currently 1:1 with laptops from grades 1 through 6 and 1:1 with tablets from pre-kindergarten through grade 1. From grade 1 down to prekindergarten program is being evaluated for appropriate device usage for these young learners. With tactile interfaces, the tablets are suitable for the youngest grades, but the keyboard and laptop form-factor needs to be phased into the learning environment when the curriculum warrants it. These devices are available and deployed to all students and provide the “everywhere, all the time” equitable learning needs of students. The district will review the device deployment initiative every April to determine any changes needed.

A major issue with Fire Island geographically, is internet access that is available and accessible. Staff and students alike who live on the barrier island have some difficulty procuring adequate and reliable internet access depending on the exact location on the island itself. To assuage this problem, the district has piloted a cellular based wifi device deployment for students and staff whose internet access is less than equitable. These devices provide unlimited data and access to online resources. The district will use online usage tools to determine effective use of the wifi devices and will review the use and appropriateness of continued deployments. These reviews will occur every spring (April - May).

The district also employs special area instructional staff, teaching assistants, a permanent substitute, and technology instruction staff to further augment the classroom instructional staff. These staff members help provide any necessary individualized attention for students. The district provides internet access through wireless access points which home to a fiber optic internet connection with bandwidth that accommodates many connection points to multimedia resources. In the event that the internet connectivity is not adequate, cellular based wifi devices are deployed to provide additional access to instructional materials. The district is evaluating upgrades for the wifi devices, computing devices, and any other staffing needs as the technology plan evolves.

The district will use surveys of all constituent users (students and staff) to determine need and continued use of devices. The district considers device employment to 80%+ of the students and staff as its goal and that 70% of these users are able to effectively connect to resources on these devices by spring of each year (April - May). The district will review the surveys twice per academic year and distribute additional devices or wifi access to achieve these goals. Any additional devices required will be requisitioned and configured for deployment for the next school year (September) at the latest or as soon as possible after need is determined.

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

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- 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.**

Students with disabilities are provided with various assistive technologies such as, but not limited to dictation and screen reading software, visual enlargements of text and graphics, auditory aids, digital projecting document cameras, and software to translate, define and orate vocabulary and text in order to assist in their acquisition of knowledge and ensure access to and participation in the general curriculum. Instructional technologies are formatted to meet specific needs of individual students with disabilities and instructors and students receive training and ongoing support from technology staff in their implementation of said assistive technologies. Students with disabilities have access to tablets and laptop computers that are equipped with assistive technologies and software that allow the student to competently participate in lessons. Teachers use individualized sessions where students are given 1:1 instruction with a teacher or aide which may include technology devices. Students are provided with multiple demonstrations of technology use in relation to assigned tasks until students exhibit comprehension and basic mastery.

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

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

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

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

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

Yes

- 7a. If Yes, check one below:**

In the 5 languages most commonly spoken in the district

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

(No Response)

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

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

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

- | | | |
|---|--|---|
| ☒ McKinney-Vento information is prominently located on individual school websites, as well as the district website. | ☒ Provide students a way to protect and charge any devices they are provided/with/by the district. | ☒ 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. |
| ☐ If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone. | ☒ Replace devices that are damaged or stolen/as needed. | ☒ Adjust assignments/to be completed successfully using/only/the/resources students have available./ |
| ☒ Offer/phone/enrollment as an alternative to/in-person/enrollment. | ☒ Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity. | ☐ Provide online mentoring programs. |
| ☐ Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible 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. | ☒ Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues. |
| ☒ 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. | ☐ 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. | ☐ Offer a technology/support hotline during flexible hours. |
| ☐ 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. | ☒ Class lesson plans, materials, and assignment instructions are available to students and families for | ☐ Make sure technology/support is offered in multiple languages. |
| ☐ Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods. | ☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)/. | ☐ Other (Please identify in Question 9a, below) |
| ☒ Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity. | ☒ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content. | |

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

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

- ☐ The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
- ☒ The district uses instructional technology to facilitate classroom projects that involve the community.
- ☒ The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.
- ☒ The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- ☒ The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.
- ☒ The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- ☐ Other (please identify in Question 10a, below)

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

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

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1. Staff Plan

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

	Full-time Equivalent (FTE)
District Technology Leadership	0.20
Instructional Support	0.50
Technical Support	0.30
Totals:	1.00

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	NA	35,000	Both	☐ BOCES Co-Ser purchase ☒ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	NA
2	Instructional and Administrative Software	NA	20,000	Both	☐ BOCES Co-Ser purchase ☒ District Operating Budget ☐ District Public	NA

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VI. Administrative Management Plan

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Bond ☐ 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	Internet Connectivity	NA	20,000	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	Network and Infrastructure	NA	30,000	Annual	☐ BOCES Co-Ser purchase ☒ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid	NA

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
Totals:			105,000			

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

Not Applicable

4. **Districts are required to post either the responses to this survey or a more comprehensive technology plan that includes all of the elements in this survey. Please provide the URL here. The URL must link to a public website where the survey or plan can be easily accessed by the community.**

https://fi.k12.ny.us/district/district_plans

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**

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

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

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

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

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ 1:1 Device Program ☐ Active Learning Spaces/Makers paces ☐ 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

2022-2025 Instructional Technology Plan - 2021VII. Sharing Innovative Educational Technology Programs

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

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

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

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.