

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 11/08/2021

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

Christine MacPherson

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 - 2021II. Strategic Technology Planning

Page Last Modified: 04/06/2022

1. What is the overall district mission?

The mission of the Hudson Falls Central School District is to assure the highest level of quality education academically, vocationally and socially to ALL students regardless of sex, race, creed, color, socio-economic status, or ability through a carefully planned and challenging educational program developed by the staff in cooperation with students, parents, and other members of the community.

Hudson Falls CSD is dedicated to assuring that all students acquire the necessary knowledge, skills, and attitudes for becoming responsible citizens in a democratic society, developing and maintaining physical and emotional well-being, and attaining productive employment throughout their adult lives. All students shall understand that learning is lifelong and that by applying knowledge, they will become capable of adapting to and creating change.

Hudson Falls CSD provides a safe, non-threatening environment that is conducive to learning, where every student is valued and respected as an individual.

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

HFCSD is committed to promoting the use of technology to foster and prepare our students and staff to be critical thinkers, collaborators, communicators and problem solvers.

HFCSD is committed to using technology to support learning in our school and homes by building a community of learners that extend beyond the physical spaces of our buildings. This instructional technology plan is the current best representation of the District's vision, goals, and objectives for instructional technology as it links to the students, support staff, teachers, administrators, parents and community. Technology Building on the existing infrastructure, this plan outlines steps needed to achieve the next level of technology integration while maintaining a core focus on the development of the foundational skills including reading, writing, speaking, listening and mathematical competencies. The competencies reflected in ISTE Standards,empowered learners, computational thinkers,global collaborators,knowledge constructors, digital citizens, and innovative designers,can no longer be ignored in preparing our students for their future success. The implementation of this plan continues to shift the educational system by preparing our students for jobs and careers that have yet to be created. Through these supports and resources the District will continue to deepen teachers and administrators understandings of the uses of technology to support learning and achievement.

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.

Members of the HFCSD Technology Committee meet three times a year. Our committee is represented by teachers, students, parents and administrators. Each member of this committee shares back the highlights of our meetings at the faculty meeting following our tech meetings. If there is input required at the grade, team, department level, that too, is brought back by the members of the committee in preparation for the next meeting. In regards to the development of this three year plan, members have worked both collaboratively and independently starting in the fall of 2020, to identify the skills and characteristics we want for our students. From there, this group has worked to identify ways we are currently cultivating these skills and how we could further extend and build upon these current skills and characteristics within our student population. Alignment to the ISTE standards as well as what professional learning opportunities for teachers and administrators will be needed and who will be responsible for meeting these goals were identified.

To that end, we recognize and work toward a plan that complements, supports and integrates the use of technology into all content areas across all grade levels. We continually strive to balance the need for strong foundational skills and practices while allowing for growing student agency and voice in our learning environments and outcomes.

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

Page Last Modified: 04/06/2022

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

This planning process has evolved from a 1:1 implementation priority for students and teachers in grades 1-12 from 2015-2018 to a new focus of using digital technologies in ways that better align to the careers and skill sets of the Information Age. The previous technology plan succeeded in creating more interactive and immersive learning environments for our students and teachers. The development of our makerspaces, installation of upgraded Smartboards, STEAM enrichment opportunities both during the school year and in the summer months and the most recent launch of our Esports intramural leagues demonstrates our successes in expanding offerings for our students that would not necessarily be available to them during a typical school day. This next three year plan will prioritize ways we can promote more student inquiry and how technology can be leveraged in ways that students can achieve and demonstrate their learning goals.

While Covid certainly presented and continues to present both opportunities and challenges to developing our teacher's proficiency in many of the apps required of the new instructional models, whether in person, remote or hybrid, we have been pleased with our outcomes. Surveys used along with a Flex Friday PD model in 2020-2021 provided insights and feedback of the ongoing needs of our teachers. These offerings allowed for both technical and pedagogical support in ways that we could never have anticipated in 2015. PD offerings that mirror our instructional models are now the norm with an emphasis on providing asynchronous opportunities for teachers to engage in their professional growth and reflection. Our responsiveness to the emerging needs was a strength of this last plan while our areas of improvement will remain on the engagement and achievement of our students.

Furthermore, we would not have met the needs of all of our students had we not recognized the need for mobile hotspots in homes as well as outside some of our buildings in the last five years. Access to learning due to connectivity issues was not a challenge in 2015 due to adequate bandwidth and WAPs and continues to be a need we are able to accommodate both inside and outside of the school district.

Lastly, we have refined our procedures for identifying students in need of Assistive Technology and have grown our resources to be inclusive of supports that allow students and teachers to request accessibility features and apps that assist in their teaching and learning. This is an area that will need to be continuously monitored and supported in both our teacher and student population as we move into the next three year plan.

A more standards-based approach was used in the development of our next three year plan. Committee members identified student competencies, skills and characteristics that aligned with our district goals and also could be met through the ISTE, Computer Science and Digital Fluency and/or content area standards. Groups were divided by K-5 and 6-12 members to develop consensus and vertical alignment before coming together to agree upon three K-12 goals around communication, collaboration and empowered learners. Here is an example of how we identified these goals.

COVID certainly assisted in and allowed us to be more responsive to our 2015-2018 plan. Areas of improvement such as ubiquitous access were quickly identified and resolved through the addition of mobile hotspots and outside wifi access. Professional Development too was accelerated over the 2020-2021 school year as a means to provide equity and access to all.

With all goals having been fully met, we remain committed to providing continued support to and upgrades to our technology infrastructure (goal 4) as well as to our teachers as they shift to more student-centered models of instruction (goal 3).

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

Page Last Modified: 04/06/2022

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

Both the previous and current plan require that we adapt to the needs of our teachers and learners in multiple learning environments. As a GSuite district, we focused on the tools and apps that would be non-negotiables for our instructional models. The purchase of 150 webcams and 30 additional elmos were a part of this shift with chromebooks and teacher desktops providing foundational access to apps such as Google Classroom, Google Meet and screencasting tools. Options for our remote/quarantined students remain in place as they were for Covid virtual and hybrid learning. No changes to our connectivity are required as we are satisfying the needs for access among all of our chromebook users and a limited number of our UPK and K Special Ed population needing support services.

Providing parents with the resources and knowledge to support their learners both at home and at school has been a collective effort. Social media, phone calls, website and email notifications have assisted in our communication efforts along with teachers all having established methods of communication home to families. Our IT Dept. has increased phone traffic from parents with technical issues as well as scheduling times to have devices repaired.

We continue to collect devices each year from students as a way to inventory and repair for the incoming classes. A 3 year refresh of both student and teacher chromebooks is underway and will continue into our next plan. The addition of touchscreens for our youngest learners and some of our Special Ed populations has also been implemented as a way to accommodate developing digital age learners.

Professional development remains as one of the cornerstone's to our implementation plan. The use of digital media minutes, created in house with our Director of Edtech and Public Information Specialist, serves as a quick and convenient way for teachers to learn about a new resource, Short sessions, referred to as TigerTime, before and after school offer teachers opportunities to learn about specific tech tools that can enhance their content areas. And finally, the development of blended online courses branded as Tiger University are allowing teachers to explore research based practices, reflect on these resources, apply them to a specific lesson and then share out with their appropriate audiences.

In particular, our Middle School is aware and responding to the need for increased student engagement due to the pandemic. Planning is underway to address how we can best use technology as a means to learning while not making it the exclusive mode of delivery.

Parent involvement, while welcome, is limited due to lack of time and/or interest. Two teachers with children in our district, however, serve, on our committee and will often shift gears to speak as a parent not as an educator. As we embark on our 2022-2025 plan, opportunities for community engagement are embedded within our goals.

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)

Currently we are 1:1 in grades 1-12 with a set of touchscreen chromebooks for students in our Library Media program as well as a set for teacher sign out in our UPK/K grade levels. At this time, we are in the process of purchasing touchscreen chromebooks for two pilot classrooms in our Kindergarten setting.

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

School year 2024-2025

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

Page Last Modified: 04/06/2022

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

Our district goals are as follows:

- Increase graduation rate by 3% (to 85%)
- Increase percentage of students reading at or above grade level b
- Increase proficiency on all NYS assessments by 5%
- Decrease course failures by 10% compared to same quarter of previous marking period
- Decrease number of students with 18 or more absences by 10%

We believe all professional development as it relates to instructional technology meets the district's goals for student achievement. Grade level coordinators, Building Team Chairs and Department Chairs meet regularly as a District Learning Team to identify progress toward each of these goals. Data collection and analysis occurs at grade and building levels prior to these meetings as a way to address and actionize next steps in the data cycle.

Given the unique circumstances of last year and this year, much of the capacity for PD is lacking for a couple of reasons. The inability to secure sub coverage and the demands being placed on teachers to ensure equity and access to instruction have proven to be our biggest barriers. Our approach has been to meet our teachers and admins where they are at by offering easy and flexible access to PLO's through asynchronous and blended models. An example of that would be a Project-based Learning book study underway at our 6-8 building which will occur during a shared prep but with online check-ins and reflections required. Our Superintendent's Day(s) offer other opportunities to engage with our teachers as do the summer months. Pre/post Google Forms, inclusion at building and district level meetings, feedback from building admins, feedback from monthly district goals check-in meetings, district and building level reports generated from our instructional resources all serve to provide as evaluation tools.

In this three year plan, the district's goals will be updated. It will be imperative that we remain flexible and responsive to the district and building level initiatives so as to support and complement the efforts and vision of these new goals. Intentional work with our building admins and teams will remain central to this ongoing work.

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: 11/09/2021

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:

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

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

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

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

Moderately

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 02/09/2022

1. Enter Goal 1 below:

To prioritize use of instructional models and digital tools that foster K-12 students ability to creatively communicate and express themselves. Specifically in this three year plan, focus will be on our middle school and K-12 Library Media Team with transitions to more project-based learning and inquiry model experiences.
In line with promoting this shift to a more student-centered learning environment, the district will explore the financial capacity to create model classrooms/environments that support these learning outcomes.

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

Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning

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

- | | |
|--|--|
| <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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 02/09/2022

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

Measurement and Evaluation Tools:

- Pacing calendars from all content areas that identify ISTE standards of Empowered Learner and/or Creative Communicator as one of the learning objectives.
- Curriculum mapping with K-12 LMS Team to identify areas of strengths and weaknesses in the NYSESIFC and inquiry.
- Participation by two MS teams of PBL book study year 1.
- 100% participation in curriculum planning time offered summer of year 1 with expectation of two PBL units developed and implemented.
- Up to three additional opportunities for professional development in year 1 with regular ongoing coaching that supports instructional strategies for creative communicators/empowered learners within a culturally responsive setting.
- Year 2 addition of one more MS or HS team.
- Transformation of at least three learning spaces dedicated to the principles of the PBL framework and/or units of study that emphasize Inquiry by 2025.
- Check-ins, conferring and formative feedback from our students in multiple modalities; including but not limited to, Google Forms, 1:1 conferring and documentation, self-assessment templates, small group and whole group feedback.
- Participation by EdTech Director and stakeholders as allowed in regional, state and national conferences and training as a means to support teaching and learning in a PBL model.
- Monthly team meetings focused on the impact cycle during these PBL units.
- Publication/showcasing of student artifacts as evidence of student learning.
- One event per year that includes parents and community in on these showcases of student outcomes.
- Reports from district licensed instructional softwares as a means to gauge usage.
- Traditional metrics of local and summative state assessments.

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	Professional Development	PBL Works Book Study 2021-2022	Director of Technology	Principal(s)	08/31/2022	\$300
Action Step 2	Professional Development	Curriculum planning	Instructional /PD Coach	Director of EdTech	09/09/2022	\$10,000
Action Step 3	Implementation	Launch 2 full PBL units in grades 7 & 8	Instructional /PD Coach	Classroom teachers	06/09/2023	\$5,000
Action Step 4	Planning	Room remodels	Building Principal	Assistant Superintendent	06/23/2023	0

7. **This question is optional. If more action steps are needed, continue to list the action steps that correspond to Goal #1 from your answer to Question 1, above.**

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 02/09/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Purchasing	Work with consultant to finalize room remodels with furnishings and technology	Assistant Superintendent	Outside vendor	01/01/2023	\$75,000-100,000
Action Step 6	Learning Spaces	Open for use/training of teachers in technology and furnishings	Building Principal	Director of EdTech	08/30/2023	0
Action Step 7	Evaluation	Student/teacher impacts	Building Principal	Assistant Superintendent	06/30/2024	0
Action Step 8	Other (please identify in Column 3, Description)	Repeat of 1-7 in years 2-3	Director of Technology	Building Admin	06/20/2025	\$120,000

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 02/09/2022

1. Enter Goal 2 below:

Based on the work of our District-wide Technology Committee, to grow our capacity in the ways technology can play an active role in students choosing, achieving, and demonstrating competency in their learning goals. Specifically in our K-5 population, the focus will continue to be on the Digital Fluency Standards, the foundational skills of keyboarding proficiency, and use of Google Workspace tools for the purpose of creation, collaboration and communication.

Based on the work of our District-wide Technology Committee, our 6-12 population will build upon the collaboration and communication tools with more opportunities for students to publish work in a culturally responsive way to a global audience.

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

Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning

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

- | | |
|--|--|
| <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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 02/09/2022

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

Measurement and Evaluation Tools:

- A current inventory of licensed and free instructional tools and practices that support this goal by summer 2022.
- K-12 professional learning opportunities for staff that support keyboarding, Google Workspace apps and web-based creation tools will be offered via multiple modalities with an emphasis on specific needs for certain populations summer of 2022, 2023, 2024. Examples include but are not limited to, Library Media Team training, new teacher training, grade level mapping of student outcomes aligned to Digital Fluency standards of Digital Use and curriculum writing that supports the integration of technology for the purposes of creating and publishing.
- Yearly K-5 reports in keyboarding app and communication apps such as Bookcreator, Buncee, Seesaw, Flipgrid and Google Workspace to measure usage and implementation.
- Yearly Google forms as a means to capture student and teacher feedback on training and implementation.
- Up to three school/parent/community events, in person and/or virtual that showcase this goal in action across K-12.
- Creation of one online artifact at each grade level for our online community in grade 6-12.
- Yearly 6-12 instructional software reports that demonstrate usage of supported tools. Examples to include but not limited to, Screencastify, Minecraft, Google Slides, Google Sites, Flipgrid, Wevideo, MadLearn and Soundtrap.
- Attendance at local, regional and national events that promote resources and/or pedagogies as well as offer students/teachers opportunities to showcase student outcomes.
- Attendance at one building team meeting per year to update progress of goal.
- Student metrics on state and local assessments.

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	What is our current inventory of tools and resources that support this goal. What are the current practices that we currently have in place to build these competencies.	Director of Technology	Assistant Superintendent of Curriculum and Instruction	08/26/2022	\$0
Action Step 2	Professional Development	What does this look like at each grade level? What does this look like vertically for our students? Time for curriculum writing to further support the agreed upon outcomes.	Instructional /PD Coach	Director of Technology	09/09/2023	\$30,000-\$40,000
Action Step 3	Implementation	Teachers begin to strategically implement	Classroom Teacher	Director of Technology	06/21/2024	\$75,000

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 02/09/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		their enhanced curriculum with the expectations that two units embed this goal.				
Action Step 4	Evaluation	Identified building team meetings, feedback forms and tracking of usage reports..	Director of Technology	Assistant Superintendent of Curriculum and Instruction	08/30/2024	\$0

7. **This question is optional.**
If more action steps are needed, continue to list the action steps that correspond to Goal #2 from your answer to Question 1, above.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Community Partnerships	Explore possibilities of community partnerships that would support the achievement of this goal	Library Media Specialist	Director of Technology	09/01/2023	\$1000
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

Page Last Modified: 02/07/2022

1. Enter Goal 3 below:

Continued focus on building awareness, curriculum development, resource acquisition and professional development of the NYS Computer Science and Digital Fluency Standards grades K-12. Specifically, providing professional development to our K-12 instructional staff and opportunities to develop curriculum, activities and resources that support these standards across each grade band.

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.

Measurement and Evaluation Tools:

- Up to three summer professional opportunities for teachers and administrators to unpack the standards at their grade level over the three year ITP.
- Curricular opportunities for teachers and administrators to identify, inventory, align and develop units, lessons and/or activities that support existing curriculum.
- Yearly K-12 enrichment offerings for students that allow for deeper learning and application of computational thinking standards.
- Summer enrichment programming that further extend these standards for our students in grades 2-6.
- Evaluation through APPR process and instructional rounds of these standards in action.
- Data collection of students/families/teachers participating in CS offerings.

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: 02/07/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Professional Development	Provide overview and timeline of standards and implementation to staff.	Director of Technology	Instructional coaches	06/23/2023	\$0
Action Step 2	Curriculum	Offer summer opportunities for curriculum mapping, development, alignment and more in depth learning.	Director of Technology	Instructional coaches	09/08/2024	\$25,000-30,000
Action Step 3	Other (please identify in Column 3, Description)	Programming: K-12 offerings for students through our enrichment funding	Director of Technology	Classroom teachers	08/29/2025	\$20,000-30,000
Action Step 4	Evaluation	Pre/post growth of program offerings, curriculum mapping and vertical alignment	Director of Technology	Assistant Superintendent	08/29/2025	\$0

7. This question is optional.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Purchasing	Hardware software to support standards implementation and enrichment programming	Director of Technology	Building Principal	08/29/2025	\$15,000
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)

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 02/07/2022

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

Page Last Modified: 04/06/2022

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.

Access to technology is and has become an essential component to all teaching and learning over the past five years. Through district support of sustained professional development at all levels and across all stakeholder groups, all administrators, teachers, service providers and teaching assistants have access to a dedicated district device. With access to over 100 free and paid Edlaw compliant instructional resources and on demand trainings, the expectation is that all students and teachers are utilizing online resources to substitute, augment, modify or redefine their instruction and/or learning experiences. All teachers are required to organize and deliver their course materials through Google Classroom with expectations that classwork and integrated district resources be assigned through Google Classroom. Use of screencasting tools are recommended as a way to enhance access and availability for all students. Document cameras support whole group instruction in our UPK-5 classrooms as well as in all 6-12 English and Social Studies classrooms. Interactive whiteboards serve as the consistent presentation solution and are used by all teachers UPK-12. The continuum to which students demonstrate their understanding of skills and concepts through the use of technology varies by grade level and pedagogical approaches. All students in grades 1-12 have basic understanding of Google for Workspace apps with some students being given opportunities to demonstrate their learning with a variety of online tools that foster and demonstrate creative communication and collaboration skills. Our three year plan addresses the needs and opportunities to grow and leverage our ability to use technology in even more transformational ways. When student engagement is elevated, positive correlations can be made to student achievement. Finally, the instructional and professional growth models that have emerged as a result of Covid, have afforded us the opportunity to provide multiple modalities for students and teachers to engage and participate in learning. This is an expectation that will remain in place as we transition out of hybrid learning environments back to more in person learning.

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 fully realized 24/7 access to learning for students in grades 1-12 both within school and from home. We have successfully supported students and families in district with access to mobile hotspots in addition to offering 1G connectivity for our approximate 2500 student and staff population throughout the district. Students in all of our building have access to devices through their classroom and/or libraries in the event a device is in for repair or forgotten at home. Chargers are distributed on a regular basis as well for those that are in need.

We are in the process of exploring dedicated classroom sets for our youngest learners with current access to a set of 25 devices available for sign out. The district employs 1 FTE microcomputer technician and has at times utilized a student help desk model to assist in the repair and maintenance of our hardware inventory. Full-time summer help supports the annual maintenance and refresh efforts.

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

The Director of Technology works closely with the CSE Office to ensure adequate access to devices and services. Specific technologies for these students includes access to iPads, tablets and touchscreen chromebooks. Supported softwares include LAMP, Boardmaker, Co-writer, Snap and Read, Read and Write, Kami, Bookshare, chromebook accessibility features and any recommendations that may be specific to a student's IEP. The district is making recommendations for an integrated approach for developing communication boards, positive behavior management and individualized instruction for ELA. Our character Education programs incorporate aspects of the CASEL framework with access to online resources to support SEL. Teachers have been trained on the use of these apps through departmental meetings and are used by case managers, service providers and special educators during regular instruction as well as 1:1 and small group pull out. Accommodations for CBT are also identified and assigned for state assessment purposes in grade 3-8 as well as for Regents.

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 04/06/2022

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.

Live virtual instruction for remote and quarantine situations.

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 checked="" 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 checked="" type="checkbox"/> Research, writing and technology in a digital world | <input checked="" type="checkbox"/> Electronic communication and collaboration |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input checked="" type="checkbox"/> Reading strategies through technology for students with disabilities | <input checked="" 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 checked="" type="checkbox"/> Helping students with disabilities to connect with the world |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the special education classroom | <input type="checkbox"/> Other (please identify in Question 5a, below) |

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

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

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 04/06/2022

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

Yes

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

In the 5 languages most commonly spoken in the district

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

(No Response)

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

- | | |
|---|---|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" 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 checked="" type="checkbox"/> Web authoring tools |
| <input type="checkbox"/> Writer's workshop in the Bilingual classroom | <input checked="" type="checkbox"/> Helping students connect with the world |
| <input checked="" type="checkbox"/> Reading strategies for English Language Learners | <input type="checkbox"/> The interactive whiteboard and language learning |
| <input checked="" type="checkbox"/> Moving from learning letters to learning to read | <input checked="" 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: 04/06/2022

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 checked="" 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 checked="" 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 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 checked="" 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 checked="" type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues. |
| <input checked="" 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 checked="" 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 checked="" 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 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. | |

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

Page Last Modified: 04/06/2022

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: 04/06/2022

1. Staff Plan

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	0.00
Technical Support	3.00
Totals:	4.00

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	0	65,000	Annual	<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 <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	0
2	Professional Development	0	100,000	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	0

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 04/06/2022

	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 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	0	300,000	Annual	<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 <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	0
4	Other (please identify in next column, to the right)	CS hardware/software	25,000	One-time	<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	0

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 04/06/2022

	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:			490,000			

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.**

HFCSD Instructional Technology Plan

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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 12/13/2021

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 checked="" type="checkbox"/> 1:1 Device Program	<input type="checkbox"/> Engaging School Community through Technology	<input type="checkbox"/> Policy, Planning, and Leadership
<input checked="" type="checkbox"/> Active Learning Spaces/Makerspaces	<input type="checkbox"/> English Language Learner	<input checked="" type="checkbox"/> Professional Development / Professional Learning
<input type="checkbox"/> Blended and/or Flipped Classrooms	<input checked="" 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 checked="" 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	Christine MacPherson	Director of EdTech	cmacpherson@hfcasd.org	<input checked="" type="checkbox"/> 1:1 Device Program <input checked="" 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 checked="" type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input checked="" 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: 12/13/2021

	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning <input type="checkbox"/> Policy, Planning, and Leadership <input checked="" 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: 12/13/2021

	Name of Contact Person	Title	Email Address	Innovative Programs
				<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> <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: 12/13/2021

	Name of Contact Person	Title	Email Address	Innovative Programs
				<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> <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: 12/13/2021

	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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