

**2022-2025 Instructional Technology Plan - 2021**

I. District LEA Information

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Page Last Modified: 03/28/2022

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

Ashraf I Allam

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](mailto:edtech@nysed.gov).

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

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

The Little Falls City School District strives to inspire and empower our students to reach their full academic, physical, and emotional potential in a safe and supportive environment.

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

The vision of the Little Falls City School District (LFCSD) is to provide a safe, caring and stimulating environment that allows our students to grow by having access to opportunities, resources and programs that remove as many limits to their potential as possible. While providing a challenging academic curriculum, LFCSD incorporates technology to allow students to overcome any barriers presented by location, mobility, resources or limited access to stimulating experiences. LFCSD firmly believes that global citizenship is a necessary part of any curriculum that strives to prepare students for the modern workplace.

**3. Summarize the planning process used to develop answers to the Instructional Technology Plan questions and/or your district comprehensive Instructional Technology Plan. Please include the stakeholder groups participating and the outcomes of the instructional technology plan development meetings.**

The district Technology Advisory Committee (TAC) consists of teachers, board of education members, community members and administrators. The teachers and administrators on the TAC are drawn from across the district's three buildings (K-5, 6-8 and 9-12). This standing committee met on a quarterly basis to discuss the following topics:

- The need to update and modernize the district's infrastructure to support the 1:1 student program, teachers having multiple devices, and the increased use of on-line content for teaching as well as the use of specialized platforms.
- The need for ongoing training to support a towards more online and digital content and away from textbooks and handouts, a process that was accelerated by the pandemic and the need to deliver virtual learning.
- The use of technology to facilitate individualized learning by providing software platforms that support the curriculum.
- The implementation of project-based learning units to provide value-added instruction by leveraging the technology available to teachers and students, and to comply with state learning standards.
- Seeking regional partnerships to offer LFCSD students opportunities beyond those available locally.

Teachers and administrators on the committee sought input from their buildings and acted as liaisons to carry information back. During the course of the regular meetings the TAC has identified the following targets for implementing the districts vision and goals for technology from 2022-2025:

- Implementing a technology replacement cycle to sustain the 1:1 device program, which was fully accomplished under the 2018-2021 technology planning cycle (all students K-12 have a dedicated device).
- Providing professional development to instructional and support staff within the district, through regional sources and through approved online providers to support district initiatives over the period of the implementation of this plan.
- Prioritizing the incorporation of project-based and authentic experience learning in the district curriculum, in compliance with the Statewide Learning Technology Plan and the State Learning Standards in technology. The above vision and goals were communicated to the school community, the larger community and the board of education through committee reports, presentations and electronic newsletters.

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

- While the 2018-2021 plan was focused on building up the district's capacity to achieve a true 1:1 program and support it with a robust network and related professional development, the current plan seeks to consolidate those gains and make sure that they are sustainable. While all students have devices for their exclusive use, the district has found that device durability is a challenge and there needs to be a system in place to replace damaged devices. The district's network, which was almost new at the start of the previous plan, is now beginning to show signs of strain as the number of devices has increased substantially, as has the amount of data being consumed on a daily basis. The focus of the planning process was more on qualitative improvement and sustainability rather than the initial implementation.
- The previous plan had the goal incorporating technology learning standards across the curriculum, and this continues to be a goal for the 2022-2025 planning period, but professional development activities will be further focused on the art of delivering well-structured, meaningful and engaging plans that are enhanced by technology. Rather than having to goal of teaching computer science standards as the primary goal, the district will also seek to enhance teacher skills in using technology to teach better, whether that is in-person or virtually.
- The previous plan identified the need to integrate technology standards and goals into the curriculum rather than as a stand-alone subject, particularly at the middle and upper levels of instruction. This focus is carried over to this plan as the need to quickly shift focus to address the challenges of the pandemic took away from the time and resources that would have been otherwise dedicated to this goal. As a result, this vital goal was only minimally implemented over the past two years. This plan will continue to focus on this goal and seek to have core standards and grade-level anchor tasks fully integrated by 2025. This will require providing planning time, committee work time, and professional development targeted to this goal.
- The previous plan did not explicitly encourage a process of making sure that the implementation of technology goals was well integrated with other major district goals and initiatives (STEAM learning, literacy, math, and vocational education). This will allow for a more effective use of time and resources since technology can support and enhance all those areas.
- Goal 2 from the previous plan was only minimally implemented due to the pandemic and will be continued in this plan relatively unchanged since it remains relevant.

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

When the district had to adopt a hybrid learning model, two primary issues became very clear:

1 - While the district was able to get to 1:1 device distribution for all students K-12 within a month, the bigger challenge was keeping up with the rate of device breakage and loss with over 1100 Chromebooks in students' hands away from school. The district effectively needed 100-150 spares to make sure all students had a functioning device and could access learning at all times, and we needed to plan for sustainability and replacement over the long term. The current plan accounts for the need to replace up to half of our deployed devices each year, which is a step beyond the goal of ramping up to a device per student in the previous technology plan.

2 - While teachers showed remarkable flexibility and resilience in adapting to virtual and hybrid learning models, they clearly had skill gaps when it came to understanding how to engage students in a virtual learning model, how to pace instruction, and how to evaluate learning. While some of those gaps were addressed over the past year and a half through various professional development offerings, there is still a clear need to continue to enhance and improve those skills. This need is not driven only by the possibility of dealing with having to deliver virtual instruction in the future, but the fact that those skills are well aligned with instructional delivery in technology-enhanced classrooms even when instruction is in-person. This plan will offer continued professional development based on the lessons that were learned during the pandemic, as well as on feedback from teachers, students and parents. Focus areas for training will be:

- Planning lessons for virtual delivery (content, delivery, pacing).
- Strategies to engage students in a virtual instructional model.
- Using technology to evaluate learning (summative and in real time).
- Leveraging technology to enhance learning - going beyond just streaming the same lesson as in the classroom.

**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 used, and will continue to use, feedback from teacher and student surveys, collaborative work with the PD committee, and feedback from grade-level and department committees to identify the following areas as the focus for Professional Development for the duration of this plan:

- Starting with the summer of 2022 and moving forward over the next three years, teachers will become familiar with the New York State Computer Science and Digital Fluency standards, their application at each grade level, and how they can be best integrated across all content areas to provide meaningful and applied experiences to all students. This work will be in close collaboration with the implementation of the goals set by the district PD committee in the areas of STEAM learning, literacy, math, and vocational education.
- The social and ethical implication of technology use, including the implications for facilitating or impeding communication by people of all ability levels, and the identification of possible bias when developing activities around technology standards.
- Activities around understanding the need to avoid creating a digital divide by addressing issues of accessibility and access - do students have access to the technology, and if they do are there any hurdles to their use of the technology.
- Using technology to enhance career readiness for students at all levels, including those who are not seeking a technical career. The underlying technology skills and competencies have become relevant for all students and professions.
- Training teachers on how to safely engage their students with others on a regional, national, or global scale to enhance learning, recognizing that learning digital citizenship is a vital skill.
- Developing engaging, effective and focused lessons for digital delivery, and understanding how to assess learning in that format.

The district will, to the greatest extent possible, offer PD that allows for continued improvement and extending knowledge over several sessions rather than "one-and-done" workshops that are less effective. Training will be through regional partners, internal expertise from turnkey trainers, and private partnerships formed by the district. The efficacy and alignment of the PD plan will be measured through continued teacher, department and grade-level feedback as well as the process of observing instruction and content delivery. Changes to the plan will be made based on the feedback obtained, and in conjunction with the overall district PD 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](mailto:edtech@nysed.gov).

**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:**

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

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

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

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:**

Minimally

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Using the NYS Computer Science and Digital Fluency Standards and the Statewide Learning Plan as guidelines, LFCSD will provide professional development to teachers and administrators, using both in-district, regional resources and district partners, in order to develop cohesive and effective instructional activities that enhance the learning process for students while integrating the technology standards across the curriculum. Priority will be given to overcoming any equity, access, or accessibility challenges by designing universally relevant and attainable activities to the greatest degree possible.

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

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

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

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

The district Technology Advisory Committee will use the following sources to verify quarterly and annual progress:

- Surveys of teachers, students and parents will be conducted at least twice every school year to gather information on access or accessibility issues.
- Reports from MyLearningPlan to monitor teacher participation in workshops and training opportunities.
- Minutes from building, subject, and grade-level planning teams to monitor integration of technology goals in curriculum planning.
- Principal monitoring of proper goal integration during observations.

Measuring goal attainment will involve verifying the following has been completed by June 20, 2025:

- All grade levels and subject levels have incorporated state technology standards in their lesson planning and lesson delivery.
- All grade levels and subject areas include at least one cornerstone activity that demonstrates student mastery of the appropriate standards.
- All students have equal access to the technology and curriculum required to meet the goal.

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.

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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Evaluation	The Technology Advisory Committee will use information gathered through surveys to identify areas of focus for professional development. This will be an ongoing annual activity	Director of Technology	N/A	06/01/2025	0
Action Step 2	Collaboration	The Technology Advisory Committee will work with the district PD committee to align and integrate technology training needs. This will be an ongoing activity.	Assistant Superintendent	N/A	06/01/2025	0
Action Step 3	Planning	In collaboration with the PD Committee, the Director of Technology will identify training resources, workshops, and peer mentoring activities that support the focus areas identified in the Action Step 2. This is an ongoing annual activity.	Director of Technology	N/A	06/01/2025	20000
Action Step 4	Collaboration	District and grade-level teams will have scheduled times to meet and plan for curriculum integration several times each school year. The teams will be responsible for identifying cornerstone tasks that align with state standards.	Assistant Superintendent	N/A	06/01/2025	7500

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

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IV. Action Plan - Goal 1

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**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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IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

The district will provide all students with activities and learning units that leverage access to technology devices and data sources in order to promote authentic learning experiences that focuses on project-based learning, a discriminating use of reliable information, and the safe consumption and dissemination of information in a connected world. This goal is carried over from the 2018-21 ITP with slight modifications as implementation was disrupted by the pandemic.

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 type="checkbox"/> All students  | <input checked="" type="checkbox"/> Economically disadvantaged students  |
| <input type="checkbox"/> Early Learning (Pre-K -3)   | <input type="checkbox"/> Students between the ages of 18-21  |
| <input checked="" type="checkbox"/> Elementary/intermediate  | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs  |
| <input checked="" 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 checked="" type="checkbox"/> High School  | <input type="checkbox"/> Students who do not have internet access at their place of residence  |
| <input checked="" 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.

- Evaluation by the building principals and the Director of technology of completed anchor tasks and cornerstone activities at each grade level and subject area (1 activity per semester at K-5, 2 activities per semester 6-12, 1 independent learning project per year at 9-12).
- Tasks, activities and projects will be evaluated on a district-designed rubric. Scored rubrics will be maintained as part of a student technology portfolio.
- Teacher observations will include a component that rates evidence of the incorporation of technology goals in the curriculum.

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	Collaboratio	Grade-level and	Assistant	Building Principals	09/01/2	7500

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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
	n	subject area teams will work collaboratively to identify technology-enhanced activities and projects that align with the state plan and district curriculum. The goal is to develop seamless integration with curriculum across grade levels and subject areas. Much of this work will be completed over the summer of 2022.	Superintendent		022	
Action Step 2	Research	The District Library Media Specialist, building computer science teachers, the curriculum specialist and the district's technology integration consultant will research and identify vetted and verified venues for online collaboration with other schools and organizations to allow students to practice digital citizenship. This will work will start in the summer of 2022 and continue throughout the years of implementation.	Library Media Specialist	Technology Consultant	06/30/2025	5000
Action Step 3	Implementation	Teachers will incorporate the activities, tasks and projects identified in step 1, along with the online collaboration identified in step 2 and provide feedback over each year to the Technology Advisory	Director of Technology	Technology Advisory Committee	06/30/2025	0

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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
		Committee. This feedback will provide the basis for identifying further PD and resources for successive years of implementation. This will be an ongoing annual task.				
Action Step 4	Evaluation	Building Principals, the Library Media Specialist, and the Director of Technology will conduct an annual review of student portfolios to verify that the curriculum is being used with fidelity, and that student skills are being scaffolded appropriately. By grade 12, students are expected to have the skills and competencies necessary to complete an extensive independent project. Feedback will be provided to the teachers if skills need to be realigned or prioritized.	Building Principal	Director of Technology	06/30/2025	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	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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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
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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IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

The district will design, implement, and sustain a robust, secure network in order to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders. This will support both on-site instruction and the need for increased bandwidth should virtual learning be needed again in the future.

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

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

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

- |  |  |
|--|--|
| <input type="checkbox"/> All students  | <input checked="" type="checkbox"/> Economically disadvantaged students  |
| <input type="checkbox"/> Early Learning (Pre-K -3)   | <input type="checkbox"/> Students between the ages of 18-21  |
| <input checked="" type="checkbox"/> Elementary/intermediate  | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs  |
| <input checked="" 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 checked="" type="checkbox"/> High School  | <input type="checkbox"/> Students who do not have internet access at their place of residence  |
| <input checked="" type="checkbox"/> Students with Disabilities   | <input type="checkbox"/> Students in foster care   |
| <input checked="" 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.

- Evaluation carried out by the Regional Information Center to assess the status of network equipment before and after implementation.
- Ongoing review by district technology staff to make sure all users are getting access of sufficient quality to complete teaching, learning and work activities without restriction.
- An ongoing, periodically reviewed plan to maintain and replace network components as needed.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Evaluation	In collaboration with the The Mohawk Regional Information	Director of Technology	N/A	07/05/2022	0

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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
		Center, the district will conduct a thorough evaluation of the current status of the district's networking equipment and infrastructure to identify areas for upgrade and replacement.				
Action Step 2	Budgeting	The Director of Business and Technology will work with the The Mohawk Regional Information Center to define the cost of the needed updates and identify funding sources (E-Rate, SSBI, local funds) for the completion of the necessary updates.	Business Official	Director of Technology	08/01/2022	0
Action Step 3	Implementation	The The Mohawk Regional Information Center, through contract grantees and partners, will procure and install the necessary equipment working in collaboration with district technology staff and the Director of Technology.	Director of Technology	N/A	09/01/2022	350,000
Action Step 4	Evaluation	District technology staff, in collaboration with The Mohawk Regional Information Center, will conduct ongoing evaluation of the district's networking infrastructure to verify that it meets the needs of all users and	Director of Technology	N/A	06/30/2025	0

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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
		supports teaching and learning goals. This ongoing activity will serve as the basis for future maintenance and upgrades.				

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

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**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.**

Having met the goal of providing all students in the district with exclusive, non-shared access to a device (Chromebooks and laptops) as of the 2020-21 school year, the focus has shifted to leveraging that access to enhance the curriculum and provide students with broader opportunities to acquire and demonstrate learning. To that end, the district has taken, and will continue to take, the following steps:

- Targeted professional development to give teachers the necessary skills and knowledge to use technology to support learning, add depth and relevance to the curriculum, and evaluate student outcomes.
- Collaboration among teachers, technology specialists, and curriculum facilitators to seamlessly weave technology use into daily practice so it adds value to the existing curriculum.
- Identifying technology-enhanced tasks, activities and learning projects that can deepen student understanding and give broader meaning to classroom instruction.
- Use technology to give students with communication, language or cognitive challenges greater access to the curriculum, both in terms of self-directed learning and alternate ways to demonstrate understanding,

At this time, the work done over the summer of 2021 by teachers, technology staff, and administrators has allowed initial steps to be taken on the above initiatives, with more collaboration and training to take place over the coming years. Preparing students to be responsible and competent global digital citizens is an identified district goal, and will continue to be focus moving forward.

**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.**

Building on the completion of the 1:1 device initiative, the district has taken the following steps to provide equitable internet access to make sure that all students get the same benefit from those devices:

- Conducted multiple surveys of parents and students to identify any challenges to reliable and dedicated internet access, and used the data to drive planning.
- Partnered with private, corporate, and non-profit entities in the community to set up multiple freely accessible access points around the city, particularly in areas with high occupancy low-income housing.
- Worked with the primary service providers in the community (Verizon, Spectrum, AT&T, Frontier) to find low or no cost solutions for families in more remote areas where hotspots would be ineffective.
- Distributed over 30 free hotspot devices to families that could not access any of the above options.
- Created a hotline for parents and students to call to resolve any technical issues after school hours, and during periods of virtual and hybrid instruction.

**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.**

While being included in the 1:1 initiative with all students, students with disabilities were uniquely supported and empowered in the following ways:

- Special devices with touch capability or adaptive input devices were provided to students with accessibility challenges.
- District technology staff, in collaboration with teachers and therapists, provided targeted training and evaluation sessions to make sure students were able to use the technology.
- Parents and guardians of special needs students were give the opportunity to individually consult with a tech support professional, and to reach out for support as needed.
- The text-to-speech and speech-to-text capabilities of the Google Suite were leveraged to provide greater accessibility.
- During times of virtual learning, special needs students were able to schedule 1:1 office hours for additional support from teachers and providers outside of group instruction.

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## V. NYSED Initiatives Alignment

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

- Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through a class website or learning management system).
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Assistive technology is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill.
- Learning games and other interactive software are used to supplement instruction.
- Other (please identify in Question 4a, below)

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

- |   |  |
|---|--|
| <input 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 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 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)

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V. NYSED Initiatives Alignment

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

No

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 type="checkbox"/> Technology to support writers in the elementary classroom                          | <input type="checkbox"/> Multiple ways of assessing student learning through technology       |
| <input type="checkbox"/> Technology to support writers in the secondary classroom                           | <input type="checkbox"/> Electronic communication and collaboration                           |
| <input type="checkbox"/> Research, writing and technology in a digital world                                | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input type="checkbox"/> Writing and technology workshop for teachers                                       | <input type="checkbox"/> Integrating technology and curriculum across core content areas      |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology             | <input type="checkbox"/> Web authoring tools  |
| <input type="checkbox"/> Writer's workshop in the Bilingual classroom                                       | <input type="checkbox"/> Helping students connect with the world                              |
| <input 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 type="checkbox"/> Use camera for documentation   |
| <input checked="" 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 |   |

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## 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.**

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website.</li> <li><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.</li> <li><input checked="" type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment.</li> <li><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</li> <li><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.</li> <li><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.</li> <li><input checked="" type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.</li> <li><input type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district.</li> <li><input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed.</li> <li><input checked="" type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.</li> <li><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.</li> <li><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.</li> <li><input checked="" type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for</li> <li><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)/</li> <li><input 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.</li> </ul> | <ul style="list-style-type: none"> <li><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.</li> <li><input type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./</li> <li><input checked="" type="checkbox"/> Provide online mentoring programs.</li> <li><input type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.</li> <li><input checked="" type="checkbox"/> Offer a technology/support hotline during flexible hours.</li> <li><input type="checkbox"/> Make sure technology/support is offered in multiple languages.</li> <li><input type="checkbox"/> Other (Please identify in Question 9a, below)</li> </ul> |
|---|---|--|

**2022-2025 Instructional Technology Plan - 2021**V. 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.**

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

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

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

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1. Staff Plan

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	2.00
Technical Support	5.00
<b>Totals:</b>	<b>8.00</b>

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	Network and Infrastructure	N/A	350,000	One-time	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	Professional Development	N/A	27,500	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	Private donations

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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
					<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 checked="" type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Other (please identify in next column, to the right)	Curriculum Development	12,500	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input checked="" type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	Private donations
4	End User Computing Devices	N/A	50,000	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	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
<b>Totals:</b>			<b>440,000</b>			

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

Yes

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

<https://www.lfcsd.org/district>

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

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VII. Sharing Innovative Educational Technology Programs

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

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Ashraf Allam	Dir. Technology	aallam@lfcisd.org	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input checked="" type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized

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VII. Sharing Innovative Educational Technology Programs

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

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

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

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

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	Name of Contact Person	Title	Email Address	Innovative Programs
				<ul style="list-style-type: none"> <li>Learning with Technology</li> <li><input type="checkbox"/> Infrastructure</li> <li><input type="checkbox"/> OER and Digital Content</li> <li><input type="checkbox"/> Online Learning</li> <li><input type="checkbox"/> Personalized Learning</li> <li><input type="checkbox"/> Policy, Planning, and Leadership</li> <li><input type="checkbox"/> Professional Development / Professional Learning</li> <li><input type="checkbox"/> Special Education</li> <li>Instruction and Learning with Technology</li> <li><input type="checkbox"/> Technology Support</li> <li><input type="checkbox"/> Other Topic A</li> <li><input type="checkbox"/> Other Topic B</li> <li><input type="checkbox"/> Other Topic C</li> </ul>
Please complete all columns	(No Response)	(No Response)	(No Response)	<ul style="list-style-type: none"> <li><input type="checkbox"/> 1:1 Device Program</li> <li><input type="checkbox"/> Active Learning Spaces/Makers paces</li> <li><input type="checkbox"/> Blended and/or Flipped Classrooms</li> <li><input type="checkbox"/> Culturally Responsive Instruction with Technology</li> <li><input type="checkbox"/> Data Privacy and Security</li> <li><input type="checkbox"/> Digital Equity Initiatives</li> <li><input type="checkbox"/> Digital Fluency Standards</li> <li><input type="checkbox"/> Engaging School Community through Technology</li> <li><input type="checkbox"/> English Language Learner</li> <li><input type="checkbox"/> Instruction and</li> </ul>

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	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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