2022-2025 Instructional Technology Plan - 2021

I. District LEA Information
_____

Page Last Modified: 03/21/2022

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

Mr Jason Chevrier

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

Superintendent

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

2022-2025 Instructional Technology Plan - 2021

II. Strategic Technology Planning

Page Last Modified: 03/30/2022

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

IT IS THE MISSION OF THE SCHODACK CENTRAL SCHOOLS to develop our students to become "...active, reflective, creative learners. In our schools, they will engage in rewarding work and practice behaviors that are intelligent in both an academic and a practical sense. Students will develop the attitudes, skills, and understandings that will allow them to fulfill their potential and to function successfully in their individual and social roles."

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

The Schodack Central School District offers a small nurturing setting that will expand the educational, cultural, and social opportunities for our children and adult citizens through the use of thought-provoking experiences, high-quality resources, and technology. The community will be engaged in the life of the schools and, in return, the schools will serve the community through the use of their facilities and resources. The quality of life will be enriched through access to adult education, college, and job-related educational opportunities, as well as social opportunities and supports. The whole community will proudly celebrate academic, cultural, competitive and social successes that stem from our schools. The resulting high quality of life will attract citizens who enjoy sharing their talents with neighbors and the school. Students of Schodack Central will graduate with strong academic competencies from a challenging curriculum, and will have opportunities to earn credits from our educational partners. They will have learned to value societal and global diversity, communicate effectively, collaborate by working
 in teams, and demonstrate self-reliance and self-responsibility. They will develop lifelong learning skills grounded in their curiosity, creativity, and problem-solving skills. Their citizenship skills will be enhanced through community and peer to peer service and a commitment to civility. They will be prepared socially and ready to make healthy productive choices. Their exposure to technology and knowledge of how to use it will also prepare them for an ever-evolving future.
 Schodack Central School District students will be nurtured and taught by passionate and caring teachers, staff, administrators, and board members all of whom serve as good role models, in a district that is exemplary, innovative, community involved, and a valued asset to our entire greater community.

Page Last Modified: 03/30/2022

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

The Schodack Technology Committee is comprised of faculty, staff, administration, members of the Board of Education, and members of the larger community when possible. Due to the team's membership, it is an ideal forum in which we will begin to take a look at the necessary planning and considerations regarding the implementation of technology in our schools. The work of this committee will need to be on-going, flexible, and prepared to change with the times in an effort to adjust the work to meet the needs of our faculty, staff, and students. Through our collaborative efforts we can make thoughtful recommendations for positive change to enhance teaching and learning in the Schodack Central School District.

Since our last plan, we have surveyed several different stakeholder groups regarding their needs for Instructional Technology and Digital Readiness. We surveyed our students and their families during the throws of the COVID Pandemic, regarding instructional technology needs as well as Digital Readiness for hybrid or remote instruction. During this time, we also surveyed our faculty and staff stakeholders and worked with our Technology Committee to determine Instructional Technology and Digital Readiness priorities to hone in on as we determined how to best utilize the Rescue Funds our district has been allotted as a result of the COVID-19 Pandemic.

We also extended upon that survey in the Fall of 2021, with a more specific and targeted survey, asking our students and their family stakeholder groups. This survey was then communicated to our faculty and staff to ensure transparenct understanding of our students' needs and instructional technology preferences and experiences.

As we did in our prior plan, we have continued to examine the original data gathered through the TRAx Digital Learning Assessment. TRAx Digital Learning assesses this capacity by determining a school's progress on establishing a vision for digital learning, and gathering evidence that the policies, procedures, and necessary capacity building (professional learning, the development of a digital learning culture, infrastructure, budgets) are in place for successful implementation. TRAx Digital Learning measures a school's level of implementation by assessing their ability to move planning into actions that are supported, targeted towards learning goals, and achieving the vision for digital learning that has been articulated. By collecting data from all relevant stakeholders (students, parents/families, teachers, school administrators, curriculum directors, elementary and secondary coordinators, IT coordinators, and ET coordinators, and Board of Education members), TRAx Digital Learning provides information on a school's digital learning readiness and its digital learning implementation.

TRAx Digital learning provided us a calculation of readiness and implementation progress across five areas including:

 1. Curriculum, Instruction, and Assessment

 2. Use of Time

 3. Technology, Networks, and Hardware

 4. Data and Privacy

 5. Community Partnerships

TRAx Digital learning provided us a calculation of readiness progress across three additional areas including:

 1. Professional Learning

 2. Budget and Resources

 3. Innovative Leadership

 Calculations result in specific ratings to help schools understand their readiness and their level of implementation. With TRAx Digital Learning, data collection is automated with interactive consolidated reports (with PDF exporting options) provided through a secure digital dashboard. This allows schools to collect data efficiently and have immediate access to the information they need to make decisions.

 The Schodack Central School District presented the results of the TRAx data provided through the TRAx Digital Readiness Report to the District's Technology Committee for review and feedback. This committee made decisions to focus on certain areas for improvement based on the results of the survey. This has been the most comprehensive review done to explore our implementation and readiness of technology.

 In addition to the TRAx Digital Readiness Survey, the District's Technology Committee used the 2016 ISTE Standards as a guide to look at professional practice and as a guide for how technology should be used within the classroom. Using the 2016 ISTE Standardards a framework, the district developed a scope and sequence of skills that shared with the faculty to help them better understand what should be taught at each grade level and how these skills should progress throughout each year of a student's educational experience. This allows teachers to be better informed and allows them to be more intentional when planning how to integrate technology into their teaching and learning.

A culmination of these different surveys and data sources has allowed us to create this plan, cohesively, in order to build on our prior action steps, to continue the steps that are still relevant, and to add further steps based on the more relevant, aforementioned data sources.

Page Last Modified: 03/30/2022

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

Our new plan is based on that of our former plan, with many similar processes and development phases, including that of the process through which it was created, the stakeholder groups and fact finding for surveys, as well as the goals. Our goals have been converted and reworked through the SMART critieria, specifically to make them more time-framed and measurable. We have also talked through the various measures that we will evaluate those SMART Goals through, in order to be data-driven.

Our goals have not changed, they have evolved as a result of COVID as well as more needs within the district that have been amplified by COVID and the need for flexible learning options for students and families. We have also added another goal, in order to hone in more on instruction as well.

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

The increased need for professional development in order to meet the needs of our students, their families, and our faculty is rooted in the challenges brought to the table by the COVID pandemic. We also increased the amount of devices and technology available across the district the support for Instructional Technology at hand in response to the needs that the COVID Pandemic brought to the table.

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

Yes

Page Last Modified: 03/30/2022

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

The New York State's Professional Development Standards require professional development that promotes technological literacy and facilitates the effective use of all appropriate technology. Teachers, Support Staff, and Administration of the Schodack Central School District will continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.The plan for professional growth in this area is as follows:
 2022-2025 (below are continued parts of our Professional Development Offerings that began in 2018)
 • Utilize the TRAx Disgital Readiness Survey to understand strengths and areas needing growth across the entire learning community and to more accurately budget to support technology growth.
 • Provide opportunities for teachers to expand their understanding of using technology as a collaborative tool that enhances 21st century teaching and learning and reinforces that students are part of a global learning community.
 • Schedule professional development opportunities for administrators, teachers, and staff to enhance the District's 1:1 environment by learning how to effectively manage digital tools and devices to leverage change in the learning environment.
 • Enhance use of distance learning equipment and video conferencing to expand educational opportunities for faculty, staff, and students.
 • Continue to help faculty and staff leverage the data provided through the use of computer-based testing to enhance teaching and learning.
 • Provide opportunities for faculty to learn from one another by sharing best practices and demonstrating how they utilize technology to improve teaching and learning.
 • Adopt the changes from ISTE: Teacher Technology Standards - Copyright © 2016, ISTE (International Society for Technology in Education) to begin the process of integrating a scope and sequence of benchmark skills for all grades K-12.
 2022-2025
 • Participate in local and global learning communities to explore creative applications of technology to improve student learning. This will be accomplished through technology webinars, blended online learning communities both within the district and collaboratively with other school districts, and through hands-on presentations from outside educational trainers during PD days as well as supported in-service opportunities.
 • Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others. District employees who have excelled in the use of technology will be tapped to share with others within the district through the District's PD Leader Program. Time will be made available during scheduled PD conference days, after school,and evening events for parents and interested community members.
 • Evaluate and reflect on current research and professional practice to make effective use of existing and emerging digital tools and resources in support of student learning. The Professional Development Committee will generate surveys and provide feedback to administration and the Board of Education so that during the budget process, accurate and accountable PD can be financially supported.
 • Survey faculty, staff, students, and parents involved in the 1:1 initiative so that the data may be used to plan, design, and coordinate training sessions that ensure the sustainability of this initiative.
 • Continue to enhance the use of distance learning equipment and video conferencing to expand educational opportunities for faculty, staff, and students.
 2022-2025
 • Continue to expand participation in local and global learning communities to explore creative applications of technology to improve student learning. This will be accomplished through technology webinars, blended online learning communities both within the district and collaboratively with other school districts, and through hands-on presentations from outside educational trainers during PD days as well as supported in-service opportunities.
 • Faculty and students will collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models and their creative works.
 • Time will be allocated to allow faculty the opportunity to work together to utilize technology to enhance opportunities for planning cross-curricular, project-based experiences that are connected to real world experiences.
 • Provide faculty time to review the District's scope and sequence of benchmark skills for technology to update and ensure alignment.
 • Continue to enhance the use of distance learning equipment and video conferencing to expand educational opportunities for faculty, staff, and students.

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

III. Goal Attainment

Page Last Modified: 03/21/2022

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

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

     Significantly

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

     Significantly

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

     Significantly

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

     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:

     Significantly

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

Page Last Modified: 03/22/2022

1. **Enter Goal 1 below:**

    During the 2022-2025 School Years, students will use technology as a tool in all aspects of the curriculum to build understandings in Grades K-12. The use of technology will support critical thinking, collaboration, creativity, and communication. This will be done through development of a broad, challenging, and engaging curriculum that is aligned to the Next Generation Standards as well as the ISTE Standards. This will provide students with the knowledge and skills necessary to meet the challenges of the twenty-first century. This will be evaluated by curriculum review, students' grades and test scores with growth scores, as well as the teachers' alignment to standards within their lesson plans and the work produced at curriculum writing professional development.

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

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

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

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

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

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

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

    This will be evaluated by curriculum review, students' grades and test scores with growth scores, as well as the teachers' alignment to standards within their lesson plans and the work produced at curriculum writing professional development. We will look at students' growth scores on state tests as well as local measures including iReady scores to analyze how instructional technology impacted the students' retention and application of content and skills. We will continuously meet as a technology committee to review lesson plans, integration of ISTE and tech standards across the content areas, and review curriculum and the integration of tech standards within that. We will also ensure that technology is integrated within our professional development offerings as the teachers are learning new content as well as review this integration after those offerings to guage the engagement and retention of technology introduced.

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.**

Page Last Modified: 03/22/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Through building-level planning as well as individualized lesson planning and specialized instruction for students with IEPs, we will create learning opportunities and access for our students rooted in instructional technology.	Curriculum and Instruction Leader	N/A	06/30/2022	2,500
Action Step 2	Collaboration	Teachers will work together with the Tech Integration Specialist as well as cooperating faculty to create lesson plans and learning activities that integrate technology as a way to yield engagement and retention within our students,	Curriculum and Instruction Leader	N/A	12/31/2022	5,000
Action Step 3	Implementation	Teachers will continuously implement and engage in the instructional design aforementioned, to engage students and integrate technology.	Classroom Teacher	N/A	06/30/2023	5,000
Action Step 4	Evaluation	We will look at students' growth scores on state tests as well as local measures including iReady scores to analyze how instructional technology impacted the students' retention and application of content and skills. We will continuously meet	Curriculum and Instruction Leader	N/A	12/31/2023	10,000

Page Last Modified: 03/22/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		as a technology committee to review lesson plans, integration of ISTE and tech standards across the content areas, and review curriculum and the integration of tech standards within that.				

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	(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)

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 03/22/2022

1. **Enter Goal 2 below:**

During the 2022-2025 School Years, to continuously improve teachers' technological competencies, we will offer on-going embedded professional development for instructional technology and provide opportunities for collaboration with faculty and staff through professional development days, weekly newsletters, 1:1 personalized PD, team/department meetings, and a website curated with training resources for SCSD approved technology. This will enable teachers to utilize technology to create student-centered environments that enhance teaching and learning and to continuously improve ways in which technology can be utilized to meet students' needs. This will be measured through increased utilization and integration of SCSD approved tech tools and resources.

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

Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies

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

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

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

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

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

This will be measured through increased utilization and integration of district approved tech tools and resources, like Canvas, Seesaw, Canva, Nearpod, Class Dojo, and more. We can track faculty's usage of these programs and resources though surveys, classroom visits, and observations. We also will track and evaluate this through the technology visit log that our Technology Integration Specialist keeps. This indicates who he is meeting with, when, and what goals they are working on and toward.

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.**

Page Last Modified: 03/22/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Collaboration	Work together with the Technology Integration Specialist to determine priorities, interventions and schedule with specific stakeholders, and his communication tools and venues for impact.	Curriculum and Instruction Leader	N/A	12/31/2022	2,500
Action Step 2	Professional Development	Regularly scheduled, embedded professional development time through office hours, team meetings, conference days, and other in-house opportunities for instructional faculty to learn from the Tech Integration Specialist.	Curriculum and Instruction Leader	N/A	06/30/2025	11,653
Action Step 3	Collaboration	Yearly review of the technology visit log that our Technology Integration Specialist keeps, as well as the regularly scheduled Technology Committee meeting notes and next steps in order to evaluate the impact of the aforementioned action steps and to determine targeted next steps. Yearly review of faculty's usage of these programs and resources though surveys, classroom visits, and observations	Curriculum and Instruction Leader	N/A	06/30/2023	0
Action Step 4	Professional Development	After the yearly reviews of the aforementioned	Curriculum and Instruction	N/A	06/30/2023	5,000

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 03/22/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		matters from step 3, provide professional development opportunities for faculty over the summer that are rooted in instructional technology and curriculum integration.	Leader			

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

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

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

Page Last Modified: 03/29/2022

1. **Enter Goal 3 below:**

    Schodack's infrastructure plays a crucial role in supporting its learning environment. During the 2022-2025 School Years, the network will support present and future needs with increased reliability, improved network speed, and enhancing security to support teaching and learning within our schools, which will be assessed through network management tools, reporting functions through our network control panel, and user issue reporting. Security issues will be tracked automatically through security software and reviewed regularly. Internet connection speed will be analyzed yearly with NERIC to make sure we continue to have a stable and fast connection. New demands will be analyzed for any necessary upgrades.

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

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

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

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

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

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

    This will be assessed through network management tools, reporting functions through our network control panel, and user issue reporting. Security issues will be tracked automatically through security software and reviewed regularly by our committee for technology as well as the technology supervisor. Internet connection speed will be analyzed yearly with NERIC to make sure we continue to have a stable and fast connection. The technology committee, with teacher and student representation, along with surveys will be used to review this on a yearly basis. New demands will be analyzed for any necessary upgrades.

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						

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 03/29/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Communications	The district technology team will meet together to determine, with cooperating technology staff members, to determine needs for our technology plan and needs for infrastructure.	Director of Technology	N/A	01/01/2022	0
Action Step 2	Implementation	The resources and the infrastructure built on the basis of the communications in the step above. This will take about four weeks worth of salary cost.	Director of Technology	N/A	12/29/2022	0 (in budget already, no additional cost)
Action Step 3	Evaluation	Reflection on the infrastructure of the technology as a committee and as an administration team, through committee work as well as surveys to ensure the systems are meeting the needs of all stakeholders.	Director of Technology	N/A	03/31/2023	0
Action Step 4	Implementation	After the evaluation and the surveys have taken place, we will use the evaluations to pivot if needed, or to reinforce or make changes if needed.	Director of Technology	N/A	06/28/2025	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.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 03/29/2022

	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?**

Yes

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

Page Last Modified: 03/22/2022

1. **Enter Goal 4 below:**

    During the 2022-2025 School Years, as a result of interrupted education and learning gaps in our students, we will focus heavily on differentiated instruction and meeting our students' varied needs. This will be done through the use of technology as a tool for differentiation and digital literacy, to increase engagement and retention. This will be measured by our district's scores on local and state assessments, our teachers' engagement professional development on these topics, and our district's implementation of MTSS and AIS Services.
    (Multi-tiered Systems of Support and Academic Intervention Services)

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

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

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

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

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

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

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

    This will be measured by our district's scores on local and state assessments, our teachers' engagement professional development on these topics, and our district's implementation of MTSS and AIS Services.
    Specifically, the ELA, Math and Science NYState Tests, the results on our professional development feedback forms and data forms connected to these topics, and our students' performances before and after being engaged in Tier One, Core Instruction that is Differentiated as well as supporting Tier Two and Three Interventions that are tracked through Progress Monitoring tools.

6. **List the action steps that correspond to Goal #4 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.**

Page Last Modified: 03/22/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1						
Action Step 2		As a committee for MTSS, create/revise the district AIS plan and develop corresponding MTSS plan, based on the original RTI plan from 2017.				
Action Step 3		Use the materials created in Step 2 to provide recursive, embedded professional development for all stakeholders on the MTSS plan and how this impacts their work at school, as well as how it will be assessed by the district.				
Action Step 4						

7.   **This question is optional.**
      If more action steps are needed, continue to list the action steps that correspond to Goal #4 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	(No Response)	(No	(No Response)	(No	(No Response)

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

Page Last Modified: 03/22/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Response)		Response)		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 fifth 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: 03/21/2022

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.**

The Schodack Central School District (SCSD) envisions a program which will foster a culture within the school and community that values and supports the ever-changing nature of the technological competencies as an integral educational and lifelong skill. We will implement technology that will support all learners in reaching their highest potential. We will select and employ technology that promotes collaboration, research, critical thinking, creativity, decision making, problem-solving, reflection, and citizenship for all stakeholders. SCSD will go through the process of selecting and implementing appropriate technology that allows for student, faculty and community collaborations, critical thinking, creation and reflection
based on current best practice. We are committed to providing reliable access to technology and devices in order to support teaching and learning at all levels. It is imperative that SCSD ensures equitable distribution of district funds for state of the art technology, infrastructure, and upkeep at all grade levels. Through targeted professional development, SCSD will provide students and faculty quality instruction in the use and evaluation of technology. SCSD will ensure all students, despite diverse learning needs, will have access to the curriculum at the same level and complexity as their peers; including enrichment opportunities grade level peers may participate in.

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.**

We presently hold equity as an anchor to our work and technology is a pathway to equity for many of our students.
Some of our long-term solutions include things like one-to-one device access, digital access to Curriculum and Instruction through Canvas and Google Classroom, an Ed-Tech Specialist who is present throughout the district as a support for instructional technology and family engagement, and the increasing infrastructure for daily usage of technology in and out of school.
Some of the more short-term solutions include like communication through Seesaw, Class Dojo, or communication of electronically based testing like iReady. These systems allow students and families to access materials from the school day at home like those aforementioned in the long-term solution section, and they also strengthen communication options as varied ways for families to engage in the short term. iReady testing communication and students' ability to use the iReady instructional programming at home on school-issued devices allows for reinforcement of what was taught during the school day. This is accessible to some of our youngest learners and supports their exposure and capacity in using technology as a learning tool.

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.**

Technology is used as a tool for differentiation and a means to extend our students' access to curriculum and instruction. Sometimes the teaching tools most engaging to our students with disabilities are technologically based, like iReady or Epic for reading, and these resources allow the students to engage in a more meaningful way. This is benefical to students with IEPs for any number of things, not just one specific disability or need. The general education curriculum is rooted is the Next Gen Standards, as well as the ISTE Standards, and this ensures that students are engaged in standards-aligned instruction on a daily basis, for which technology and resources are a vehicle for enhancement of engagement and retention. Technology is often used when integrating choice or differentiation within our classrooms. For example, our teachers have been engaged in professional development on Choiceboards, integrating movement in the classroom, and chunking their lessons, each through use of technology. Music, video, and QR codes are part of these movement and chunking instructional tools.

Page Last Modified: 03/21/2022

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

    ☑ Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through a class website or learning management system).

    ☑ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).

    ☑ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.

    ☑ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.

    ☑ Assistive technology is utilized.

    ☑ Technology is used to increase options for students to demonstrate knowledge and skill.

    ☑ Learning games and other interactive software are used to supplement instruction.

    ☐ Other (please identify in Question 4a, below)

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

    ☑ Technology to support writers in the elementary classroom

    ☑ Technology to support writers in the secondary classroom

    ☑ Research, writing and technology in a digital world

    ☑ Enhancing children's vocabulary development with technology

    ☑ Reading strategies through technology for students with disabilities

    ☑ Choosing assistive technology for instructional purposes in the special education classroom

    ☑ Using technology to differentiate instruction in the special education classroom

    ☑ Using technology as a way for students with disabilities to demonstrate their knowledge and skills

    ☑ Multiple ways of assessing student learning through technology

    ☑ Electronic communication and collaboration

    ☑ Promotion of model digital citizenship and responsibility

    ☑ Integrating technology and curriculum across core content areas

    ☑ Helping students with disabilities to connect with the world

    ☐ Other (please identify in Question 5a, below)

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

    ☑ Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through class website or learning management system).

    ☑ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).

    ☑ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.

    ☑ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.

    ☑ Home language dictionaries and translation programs are provided through technology.

    ☑ Hardware that supports ELL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.

    ☑ Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.

    ☑ Learning games and other interactive software are used to supplement instruction.

    ☐ Other (Please identify in Question 6a, below)

V. NYSED Initiatives Alignment

Page Last Modified: 03/21/2022

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

Yes

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

In the 5 languages most commonly spoken in the district

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

(No Response)

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

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

Page Last Modified: 03/21/2022

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

☑ McKinney-Vento information is prominently located on individual school websites, as well as the district website.

☑ If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.

☑ Offer/phone/enrollment as an alternative to/in-person/enrollment.

☐ Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity

☑ Create a survey to obtain information/about students' living situations,/contact information,/access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs.

☐ Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions.

☐ Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.

☑ Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.

☐ Provide students a way to protect and charge any devices they are provided/with/by the district.

☑ Replace devices that are damaged or stolen/as needed.

☐ Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.

☐ Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity.

☐ Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website.

☑ Class lesson plans, materials, and assignment instructions are available to students and families for

☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)./

☐ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.

☐ Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work.

☐ Adjust assignments/to be completed successfully using/only/the/resources students have available./

☐ Provide online mentoring programs.

☐ Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.

☐ Offer a technology/support hotline during flexible hours.

☐ Make sure technology/support is offered in multiple languages.

☐ Other (Please identify in Question 9a, below)

V. NYSED Initiatives Alignment

Page Last Modified: 03/21/2022

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.

Page Last Modified: 03/29/2022

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	
Instructional Support	
Technical Support	
Totals:	**213,667.00**

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	Professional Development	Instructional Technologist/Specialist and Director of Teaching and Learning will work together to create Proifessional Development to enhance digital literacy and differentiated instruction, rooted in technology.	30,000	Annual	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
2	Staffing	Instructional Technologist Salary	99,548	Annual	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public	N/A

Page Last Modified: 03/29/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Professional Development	Use of technology to help teachers' navigate the learning loss that came about as a result of COVID and interrupted education in students.	30,000	Annual	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
4	N/A	N/A	0	N/A	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid	N/A

Page Last Modified: 03/29/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☑ N/A	
Totals:			**159,548**			

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?**

   No

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.**

   Link URL here: https://www.schodack.k12.ny.us/district/forms/#:~:text=Request%20for%20Students-,NOTIFICATIONS,-Asbestos%20Hazard%20Emergency

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

Page Last Modified: 03/21/2022

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

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Alyssa Sabbatino	Director of Teaching and Learning	asabbatino@schodack.k12.ny.us	☐ 1:1 Device Program ☑ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☑ Digital Equity Initiatives ☐ Digital Fluency Standards ☑ Engaging School Community through Technology ☑ English Language Learner ☑ Instruction and Learning with Technology ☑ Infrastructure ☐ OER and Digital Content ☑ Online Learning ☑ Personalized

Page Last Modified: 03/21/2022

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

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

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

Page Last Modified: 03/21/2022

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

Page Last Modified: 03/21/2022

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

Page Last Modified: 03/21/2022

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

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