

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

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

Melissa Bergler

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

Assistant 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.

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1. What is the overall district mission?

The Lake Shore Central School District (Evans-Brant) in partnership with our students, families and school community will cultivate engaging, diverse, and challenging educational opportunities and learning environments to promote life-long learning and achievement in preparation for high school graduation, college and careers.

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

The Technology Committee recognizes the importance of:

- Maintaining a rigorous curriculum and high-quality instruction to advance the learning of all students.
- Utilizing state and federal funding to maintain and expand educational opportunities.
- Advocating for digital equity of technology at the local, state and federal levels for all students.

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

Summary of the planning process used to develop the instructional technology plan

Technology Plan Development Meetings

Date	Purpose	Participants	Outcome
October 19, 2020	Roundtable Updates – Technology in the Hybrid Phase Tech Plan Review Tech Goal Review		Resolving technology issues in the hybrid phase; Goal discussion for 21-22 – Keep, change or delete
November 23, 2020	Roundtable Updates – Technology in the Hybrid Phase Tech Plan Review Tech Goal Review Smart School Planning	Technology Committee that includes teachers, administrators, board members, school library media specialists, technology integrator, technology director	Remote Planning Smart Schools Planning WiFi Implementation – T-Mobile 3-8 testing moved to paper-based from computer-based Proposed new tech goal – Google Suite for 2021 into 2022
December 2, 2020	Basic Level Google Skills training requirement – goal – pilot planning		Phase-In Planning for Google Educator Certification
December 3, 2020	Basic Level Google Skills training requirement – goal – pilot planning		Phase-In Planning for Google Educator Certification
December 9, 2020	Basic Level Google Skills training requirement – goal – pilot planning		Phase-In Planning for Google Educator Level 1 Certification Review of draft goal
December 16, 2020	Google Educator Level 1 Certification Kick-Off		Celebration of completion, progress and roll out materials
January 25, 2021	Roundtable Updates – Technology in the Hybrid Phase Tech Goal Review		Roll out of Chrome Hero, Capital Building Project, sources used in hybrid, Google Cert Review Goal Review
March 2, 2021	Roundtable Updates – Technology in the Hybrid Phase EdLaw 2d Budget Capital Building Project Google Cert ISTE Cert Goal Review PD – future-ready for no wifi at home		1:1 Planning K-12 September 2021
April 28, 2021	Smart Schools Update Roundtable – Kids returning in May four days a week Google Cert PD for future ready and no wifi at home for remote Mondays		We re-wrote Goal #3.

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	1:1 Prep Goal Development	
May 19, 2021	1:1 Rollout Goal #3 Review	Updated Goal #3 Planned for professional development in 1:1, Google basics and advanced tools 1:1 Plan has shifted to grades 6-12 from K-12; lack of turnaround from Smart Schools that was reviewed in February 2021; Feedback was provided in March and wasn't yet approved. No plans for the Smart Schools Committee to meet in the near future.
October 20, 2021	1:1 Debrief and next steps for K-5 Smart Schools Update Goal Review Tech Planning for Tech Plan November submission	Planning for 1:1 - professional development needs Goal revision, implementation and action planning Review and input for Tech Plan
May-June 2021 - Survey Parents, Community and Staff to garner input for the 21-22 school year. Outcome - breakdown of over 200 responses and used to develop technology goals and goals for the American Rescue Plan.		

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

The Instructional Technology Plan for the last three years honed in on instructional technology use in the classroom and the professional development needed to support that work. This plan will weave in two previous goals. With digital citizenship (a previous goal), we plan to continue that goal and extend that work in two ways.

- One way is to focus specifically on digital citizenship professional development and implementation K-12. That goal began prior to Covid-19 and we would like to continue that goal because we believe that this fully aligns with our plan for 1:1 and the inclusion of Google Suite for Educators as our platform. If we give them devices, they need to use them well to share their voice with the world by solving real problems, creating solutions, and empowering other kids because our online actions travel around the world to inspire other kids.
- The second way is to include Civic Readiness which will use three technology platforms to begin to implement the Seal of Civic Readiness in 22-23. The platforms will include: Belouga, Platform to Play, and DigCitInstitute. With their resources and professional development, we believe students and teachers will be able to fully prepare for implement some key components of the Seal of Civic Readiness using technology.

To improve upon the previous plan (and an increase in devices to provide for all kids K-12 in a 1:1), we are now shifting to teaching in a 1:1 personal learning device environment, teaching in a hybrid or full-remote model and balancing professional development that uses the technology as a tool that supports instruction combined with the need for social emotional support and quality classroom instruction for students who have been without regular day-to-day instruction for the past 540 days. The shift from cart based devices to a true 1:1 environment should shrink any device gaps in Digital Equity and allow teachers, staff and students to continue instruction and maintain daily communication if we face another hybrid or closure due to the pandemic. This shift elevates our day to day instruction as everybody in our buildings has digital access to online resources and instruction. Our planning process was not different than previous years in that we still met almost monthly with our district-wide tech committee, but we did shift our thinking with our committee to include multiple models of presentation of material and instruction using Google Suite for Educators. We shifted training to ensure that all teachers set up Google Classroom for each class and that students are ready for remote should we have to shift to a remote environment as well as maximizing this resource to include in-person instruction.

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

We were not 1:1 at the beginning of the pandemic. We were easing into practice of having technology to support teachers and students throughout each building and using the technology to support day-to-day work. Now, we are focused on 1:1 implementation balancing the use of technology with the benefits of in-person instruction that involves real-time conversations and problem solving, digital citizenship in a 1:1 model and finding ways for students to use technology off-campus in areas that are without reliable internet access even with Mifi units provided by the district.

We also are working on balancing professional development in social emotional learning and the COVID-19 impact, using technology to drive instruction, mastering Google classroom K-12 and preparing for remote learning in a time of the variant. Much of our PD can be provided remotely and we are balancing an in-person and virtual approach, modifying as COVID cases increase in our area.

We have instituted a 6-12 1:1 program, deploying devices by the first day of school. This is short of our goal of K-12 because of the lack of a timely Smart Schools funding request and approval process. We received approval in September and will work towards K-5 once we can get the devices. In the meantime, all carts from 6-12 have been disinfected, cleaned and re-purposed for use at the three K-5 buildings increasing the amount of available technology for students who did not get a 1:1 device.

Using an amendment to our second round of Smart Schools Bond Act Funds we purchased 950 Dell Chromebooks. In addition, using grant money from My Brother's Keeper we purchased an additional 200. These 1150 devices allowed us to roll out 1:1 in grades 6-12. We applied for and were approved for a third submission of Smart Schools Bond Act for another 950 Chromebooks to cover grades K-5.

6. Is your district currently fully 1:1?

No

6a. What are your plans to become a fully 1:1 District? (Covers all grades K-12 as applicable)

We have instituted a grades 6-12 1:1 personal learning device initiative, deploying devices by the first day of school. This is short of our goal of K-12 because of the lack of a timely Smart Schools funding request and approval process. We received approval in September and will work towards K-5 once we can get the devices. Due to the current pandemic most electronic items are on back order. We are hoping that an order placed in the Fall will arrive sometime in the Spring for full 1:1 by the end of the school year or September 2022. One of our concerns is the current back log in the supply chains of electronic devices making even small orders subject to lengthy back orders. Case in point we ordered 95 laptops for our K-5 teachers July of 2021 and they are on back order until November 2021 earliest.

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

School year 2022-2023

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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 technology professional development aligns with the district’s overall goals and our Professional Learning Plan required by NYSED to improve learning and instruction by including a vision of 1:1, an approved Professional Learning Plan (<https://www.lakeshorescd.org/Page/3297>) that includes Google Suite for Educators, and training that includes how to be culturally responsive to students who may not have reliable internet at home.

Vision	Professional Development
Maintaining a rigorous curriculum and high-quality instruction to advance the learning of all students	<p>Each teacher is required to use Google Classroom. Classrooms were set up by September 27, 2021. That is the first phase of assessing capacity. Our staff became steeped in this work during the hybrid phase. We have hired over 30 new instructional staff and their mentors and our technology integrators are provided the resources to new staff and other staff who need support in this area.</p> <p>Staff members will receive customized professional learning in the following topics, and Google Classroom and SeeSaw will support this work. This is based on grade level, department and interest needs.</p> <p>Fountas and Pinnell – using hands-on and online resources - K-5</p> <p>Phonics 1st – asynchronous instruction K-2</p> <p>Units of Study – synchronous and asynchronous instruction Grades 6-8</p> <p>Seal of Civic Readiness – 6-12 Social Studies – Use of Belouga, Digital Citizenship and Play platforms</p> <p>Seal of Biliteracy - Software that supports practice in other languages - Grades 6-12 LOTE</p> <p>Social and Emotional Teaching - Panorama Student Survey and Reports Grades 3-12</p> <p>Culturally Responsive Teaching - Using video conferencing, Belouga, among other sources of communication to reach out to the Global Community and our own connections and partnership with the Seneca Nation of Indians. This will also be embedded district-wide for all teachers on Superintendent's Conference Days</p> <p>We continue to advocate to our local, state and federal leaders to prioritize infrastructure to reduce or eliminate the digital access divide for our school community. The district will utilize aidable opportunities like BOCES, NYS initiatives, grants and pilots to maximize our budget to address digital needs and implement a full 1:1 environment by September 2022.</p> <p>Our entire school community shares ways to advocate at all levels to ensure equity for our students.</p> <p>Equity is our priority and we are working with teachers and staff on options for students who are unable to complete work at home. That professional development includes downloading material to work offline and providing paper copies for all students to ensure equity. We also are working on elevating our classroom instruction with tools (both instructional and technological) that support best practices in the classroom and the social emotional connection with our students, both proven to improve teaching and learning. While we have stated this twice in this section, this is a laser-like focus for us to ensure that students don't go home with ways to do homework, complete independent practice, or watch multimedia resources. Knowledge in equity, being culturally responsive to that, and planning ahead for a seamless curriculum implementation is a top priority.</p>
Utilizing state and federal funding to maintain and expand educational opportunities.	<p>Advocating for Digital Equity - We border the Seneca Nation of Indians</p>
Advocating for digital equity of technology at the local, state and federal	Advocating for Digital Equity - We border the Seneca Nation of Indians

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levels for all students.

where internet access is still fully unavailable. We have provided T-Mobile units through a grant and are discovering that they are not working well on Territory. We purchased some Verizon devices through the My Brother's Keeper Grant and those work in some areas. The My Brother's Keeper Grant has expired and we are using FCC Emergency Funding to pay for the cost of the data plans for Verizon hotspots. We also are in a rural area where internet access is not readily available within our community. We have provided T-Mobile units through a grant and are discovering that they are not working well in these rural areas. Places like Brant, for example, have some dead zones for mobile services.

Equity is our priority and we are working with teachers and staff on options for students who are unable to complete work at home. That **professional development** includes downloading material to work offline and providing paper copies for all students to ensure equity. We also are working on elevating our classroom instruction with tools (both instructional and technological) that support best practices in the classroom and the social emotional connection with our students, both proven to improve teaching and learning. While we have stated this twice in this section, this is a laser-like focus for us to ensure that students don't go home with ways to do homework, complete independent practice, or watch multimedia resources. Knowledge in equity, being culturally responsive to that, and planning ahead for a seamless curriculum implementation is a top priority.

These technology tools are topics are embedded in professional development listed above as applicable. **This is the professional learning that aligns with the above vision.** All teachers have been trained in Google Suite for Educators. On opening day, each faculty meeting included a technology component that included a presentation from the tech integrators on updates and access. Each teacher has a baseline. From there, the following topics will be targeted on Superintendent's Conference Days and teachers that need these trainings will be cycled through. Not all teachers will need all of this at one time. This is a three year plan and some departments will be digging deeper as per our instructional goals and professional learning plan.

Technology Tool/Topic	Purpose for the Professional Development	Teachers/Administrators – who will participate?	Supporting Vision	Evaluation of Effectiveness and Impact
Digital Equity	To understand the real-life need to advocate and support those without reliable internet access and devices and to advocate for the funding and resources for both the district and our community	Training to create assignments that can be done in an environment that does not have reliable internet Culturally responsive practices - training on Superintendent Conference DAys	Advocating for digital equity of technology at the local, state and federal levels for all students Utilizing state and federal funding to maintain and expand educational opportunities.	A 1:1 Personal Learning Device Initiative in place - Fall 2022 A replacement cycle created in order to budget yearly for replacement of used devices Increased broadband access in our region Assignments that can be done everywhere, any time so that internet access does not prohibit learning
Digital Citizenship	A concept which helps us understand what technology users should know to use technology appropriately Prepare technology users for a society full of technology	K-12 - This year's main focus will be 6-12 Social Studies. This is based on need for the Seal of Civic Readiness projects include Belouga, Platform to Play	Maintaining a rigorous curriculum and high-quality instruction to advance the learning of all students Utilizing state and federal funding to maintain and	Seal of Civic Readiness will be ready to fully implement for our graduating students in 2022-23 Increase in devices K-12 in a 1:1 personal learning

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	<p>The norms of appropriate responsible technology use</p>	<p>and DigCit Institute. Others K-12 are based on interest. The Belouga platform and DigCit Institute have been a part of our work for three years. We are adding Platform to Play to our repertoire.</p>	<p>expand educational opportunities.</p>	<p>device initiative Fewer discipline referrals for the inappropriate use of social media because of the impact of the digital citizenship work An increase in project-based learning that includes a digital citizenship component in Social Studies.</p>
<p>Google Classroom</p>	<p>A district-wide uniform platform that can be used in all educational models (in-person, hybrid, and remote) where teaching and learning come together</p>	<p>K-12 - Implementation of Google Classroom and the Suite throughout in-person instruction to ensure that teachers are maximizing this tool so that students have learning resources available everywhere, any time (multimedia, homework assignments, Google Meet information) K-12 - Implementation of Google Classroom and the Suite throughout in-person instruction to ensure a smooth learning transition should we have to go full remote.</p>	<p>Maintaining a rigorous curriculum and high-quality instruction to advance the learning of all students</p>	<p>All teachers and students using Google Classroom as a platform for learning.</p>
<p>Plans for follow-up - Each topic is embedded in all five Superintendent's Conference Days with tech integrators providing follow-up with stakeholders after each session. We also have follow-up embedded with Consultants on four of the five Superintendent Conference Days.</p>				

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

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

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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:
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:
Moderately

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IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Lake Shore teachers will continue to create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior **online** that build relationships and community with a focus on digital citizenship and civic readiness.

A portion of this goal has been in place since 2018 but with COVID, our implementation plan was disrupted. Digital Citizenship is a concept, which helps us to understand what technology users should know to use technology appropriately. This will prepare technology users for a society full of technology. Digital citizenship includes the norm of appropriate, responsible technology use. Civic Readiness empowers all students to make informed decisions for the public good as members of a culturally diverse, democratic society in an interdependent world. Students learn how to identify and address problems in their community or school community. We will use online platforms to help us build civic readiness and to support teachers in that work. (Belouga, DigCit Institute and Platform to Play)

(Throughout this work, the district will use three platforms to continue training for Digital Citizenship and to expand this to Civic Readiness. In order to meet this goal, we will use Belouga, DigCitInstitute and Platform to Play. We have contracted with these platforms to support our goal.)

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

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

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

- | | |
|--|--|
| <input checked="" type="checkbox"/> All students | <input type="checkbox"/> Economically disadvantaged students |
| <input type="checkbox"/> Early Learning (Pre-K -3) | <input type="checkbox"/> Students between the ages of 18-21 |
| <input type="checkbox"/> Elementary/intermediate | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input 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 type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Students in foster care |
| <input type="checkbox"/> English Language Learners | <input type="checkbox"/> Students in juvenile justice system settings |
| <input type="checkbox"/> Students who are migratory or seasonal farmworkers, or children of such workers | <input type="checkbox"/> Vulnerable populations/vulnerable students |
| <input type="checkbox"/> Students experiencing homelessness and/or housing insecurity | <input type="checkbox"/> Other (please identify in Question 3a, below) |

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

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

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

This goal will be measured by:

- Implementation of the Seal of Civics Readiness and the implementation of capstone projects as required for our plan. (This is a two year goal.)
- Seal of Civic Readiness on high school diplomas
- ESSA - Seal of Civic Readiness

Teachers and administrators will receive professional development in the Seal of Civic Readiness at the Middle and High School. Teams will create the plan for implementation and capstone projects or the equivalent will be development. We will be supported by three consultants for professional development and roll out of student projects that are for the greater good and include lesson planning in digital citizenship. They will work with our teachers and tech integrators throughout the year.

Student projects will be scored according to rubrics. Points will be attained in the middle and high school. Students will graduate with the Seal of Civic Readiness.

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IV. Action Plan - Goal 1

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

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Professional Development	Train Middle and High School teachers	Assistant Superintendent	Technology Integrator	11/24/2022	0
Action Step 2	Professional Development	Train Middle and High School teachers	Other (please identify in Column 5)	Consultants	06/23/2023	10000
Action Step 3	Implementation	Develop Implementation Plan	Other (please identify in Column 5)	6-12 SS Department	01/28/2023	2000
Action Step 4	Implementation	Implement the Plan	N/A	6-12 SS Department	02/01/2023	2000

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)

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IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

Lake Shore will increase the access of tools and resources for teachers and students. Students will have 1:1 devices in grades K-12, and teachers in the replacement cycle will receive updated laptops in the plan year. Teachers and students will have access to tech tools and resources to make global connections and create meaningful and authentic learning experiences.

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

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

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

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

Lake Shore Central School District (Evans-Brant) will be 1:1 K-12.

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	Budgeting	Quote for devices K-5	Director of Technology	Assistant Superintendents	10/26/2022	0
Action Step 2	Purchasing	Purchase devices K-5	Director of Technology	Assistant Superintendents	11/01/2022	260,000
Action Step 3	Planning	Prepare	Director of	Tech Team	07/11/2	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
		implementation procedures	Technology		022	
Action Step 4	Implementation	Upon receipt, set up and distribute to K-5 students	Director of Technology	Tech Team	08/15/2022	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)
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:

Lake Shore teachers will utilize the Google for Education Teacher Center resources to work towards mastery of basic level G Suite skills.

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

On each Superintendent's Conference Days, there will be professional development with Google basics and Advanced Google tools. All teachers will set up a Google Classroom by September 2022 for all classes and will use Google Classroom throughout the year to support instruction. Lake Shore will track for those who have completed Google Educator Certification. Lake Shore will track teacher attendance at classes. Lake Shore will note use of Google Classroom during classroom observations OR during professional conversations.

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	Professional Development	Opening Days - all staff	Instructional Technology Coach	Principals/Tech Committee	08/30/2022	2

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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
Action Step 2	Professional Development	Superintendent Conference Day training	Instructional Technology Coach	Principals/Tech Committee	11/24/2022	0
Action Step 3	Professional Development	Superintendent Conference Day training	Instructional Technology Coach	Principals/Tech Committee	01/28/2023	0
Action Step 4	Professional Development	Superintendent Conference Day training	Instructional Technology Coach	Principals/Tech Committee	03/17/2023	0

7. This question is optional.

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

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

8. Would you like to list a fourth goal?

No

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

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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

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.

Technology software and hardware will be a priority in our budget with teachers and principals engaged in a rigorous process to choose technology that supports student learning.

The technology committee will be immersed in conversation each month to deepen their teaching and learning and provide key take-aways at each building.

The PLP (Professional Learning Plan) Committee will focus on professional development that will elevate our level of instruction.

The Board of Education will support a goal setting process that is focused on student learning in a safe environment.

Technology will be available to all students, all the time, in order to serve as a tool of learning.

Two full-time technology integrators support classroom instruction in five buildings deepening teacher capacity and student learning K-12.

<p>How technology is integrated into teaching and learning throughout the district</p>	<p>K-12 Platform - Google Classroom K-5 Platform - SeeSaw Access to a full software list that provides extension, intervention, practice and resources for all students - EdLaw 2d approved Aligned to ISTE standards</p>
<p>Explain the extent to which technology is used by teachers to facilitate their practice</p>	<p>Google Workspace for Education Access to a full software list that provides extension, intervention, practice and resources for all students On any given day, teachers use technology to create content connecting multimedia and documents in Google classroom. Students use Google classroom to work collaboratively and independently to learn, create content and to take assessments. While technology is important in our district, it is more important that technology does not drive the instruction. We seek instructional best practice and student learning with technology as a supporting tool in this work. There are a variety of EdLaw 2d approved resources for teachers and students that include EdPuzzle, IXL, Buncee, HÄpara, MergeEDU, MAIA Learning, Belouga and more.</p>
<p>The extent to which technology is used by students to demonstrate understanding of skills and concepts</p>	<p>CBT Google Classroom IXL Castle Learning STAR BUNCEE Google Classroom with embedded assessments that include traditional and non-traditional assessments as provided by the teacher</p>
<p>The extent to which technology is used to provide multiple pathways to access and participate in learning</p>	<p>Google Classroom, SeeSaw, Buncee, Video Conferencing, Virtual Field Trips, Belouga, and a full list of resources for teachers K-12.</p>

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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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.

Short term for devices we have provided 1:1 devices in grades 6-12. Long term for devices we are using funding from Smart Schools to hopefully roll out 1:1 in the Spring/Fall of 2022 for K-5. In the meantime we have re-purposed all Middle School and High School carts to increase the accessibility of technology at our three Primary Buildings. As part of our local budget we are planning a replacement cycle of Kindergarten, Grade 6 and Grade 9 starting in 2023 to continue the 1:1 initiative and phase out older devices over time.

Short and Long term for internet access we are still part of the T-Mobile Project 10Million program which gives us 275 MiFi hotspots with 100 GB of data per year. In November of 2020 we were approved and got our first shipment of 275 devices which were all handed out for student use at home or away from school. This November of 2021 we expect a second shipment of another 275 devices to also hand out for student use at home and away.

The program will continue until 2025 with the District getting a total of 1375 MiFi hotspots at no cost to Lake Shore Central Schools. So we are able to provide a significant number of MiFi hotspots over the course of the next several years to address access and equity for online learning.

As some parts of the District have difficulty with the signal strength of the T-Mobile network, we also purchased 65 Verizon Mifi hotspots using funds from My Brother's Keeper grant. This gave Native American students unlimited data until June of 2020 when the funding ran out. The District still has these Verizon devices and has recently applied for the FCC Emergency Funding to pay for another year of unlimited data for these 65 devices.

We are addressing short terms goals of getting devices (Chromebooks) into the hands of all student K-12 and using available programs like T-Mobile and My Brother's Keeper to address internet access issues when students are off campus. In addition, by planning a replacement cycle at transition grades we can ensure that students have the latest devices for functionality and security.

PROVIDE EQUITABLE LEARNING “EVERYWHERE, ALL THE TIME”

	Short-term strategies	Long-term strategies
Device Access	1:1	Replacement planning
Internet Access	Mifis, connect families with other sources/programs for internet access (ie. ConnectEd)	Advocacy at local and state levels, look for an apply for grants that provide resources for internet access
Human Capacity	Technology Department support for teachers to help students and families use resources that support learning and achievement as well as social emotional needs. This includes a Director of Technology, a team of three techs, and two technology integrators. Professional Development in use of instructional technology for teachers	System of professional development that will facilitate ever-changing demands of instructional technology Coaching provided by teacher leaders and technology integrators EdCamp - one time per year Pop up professional development based on current needs and trends Google Suite
Infrastructure	Family tech nights to build family capacity for using resources that support learning and achievement. Provide mifis using pandemic relief funds Administer the digital equity survey to collect student level data on needs	Collect feedback to better understand gaps in capacity for all stakeholder groups (administration, teachers, support staff, students and families) Advocate to local and state leaders around the digital equity divide especially in rural areas of our state.
Partnerships	Consistent communication with Seneca Nation of Indians Education Department on programs and resources available	Continuation of regional meetings with the Seneca Nation and the tri-district region Renewal of Native Voices - a regional partnership of schools and the Seneca Nation of Indians Renewal of Native American Regional Forum - a partnership of schools in Western New York who serve Native American students

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

Lake Shore is committed to differentiating technology to allow full access to the curriculum. The district's technology plan addresses the needs of students with disabilities and English Language Learners to insure equitable access to curriculum, instruction, materials, and assessments. With the support and techniques that we provide, students with a learning disability and English Language Learners at Lake Shore Central School District are able to compensate for difficulties that they may have in learning the curriculum. We strive to help them grow as independent learners and provide them with assistive technologies that include both the simple and the complex to expand their learning opportunities and promote a more positive classroom environment.

Student IEPs address assistive technology and adaptation to materials to allow for full access to instruction. When in classrooms, students with disabilities have access to enlarged print materials, zoom text and visual acuity devices, hearing devices, speech dictation and word prediction software, enlarged letter and braille keyboards, tablets, laptops with software that align with IEP needs. In addition, all classrooms have data projection systems to enlarge materials and resources and all special education classrooms have interactive white boards. Our district is aggressive in keeping students in our district (versus sending them to an outside program) and we are aggressive in providing all that a student needs for full access to classroom instruction in the general education classroom.

The technology that is provided can help motivate the learners and engage them in learning no matter the skills. Our budget and technology plan both fully support student IEP needs and classroom teachers ensure equitable access for all learners.

- 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)

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V. NYSED Initiatives Alignment

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

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

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

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

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:

Other (please explain in Question 7b, below)

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

Lake Shore has two other spoken language in our district. The district's instructional technology plan addresses the needs of English Language Learners/Multilingual learners to ensure equitable access to instruction, materials, and assessments in multiple languages.

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

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

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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"> <input checked="" type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website. <input type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone. <input type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment. <input checked="" type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity <input checked="" type="checkbox"/> Create a survey to obtain information/about students' living situations./contact information./access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs. <input type="checkbox"/> Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions. <input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods. <input checked="" type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district. <input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed. <input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity. <input type="checkbox"/> Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity. <input type="checkbox"/> Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website. <input checked="" type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for <input type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)/. <input checked="" type="checkbox"/> 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. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work. <input type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./ <input type="checkbox"/> Provide online mentoring programs. <input type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues. <input type="checkbox"/> Offer a technology/support hotline during flexible hours. <input type="checkbox"/> Make sure technology/support is offered in multiple languages. <input type="checkbox"/> Other (Please identify in Question 9a, below) |
|--|---|--|

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

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

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

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

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1. Staff Plan

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

	Full-time Equivalent (FTE)
District Technology Leadership	2.00
Instructional Support	2.00
Technical Support	3.20
Totals:	7.20

2. Investment Plan

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

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

A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question. All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	End User Computing Devices	Google License	444,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input 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	Network and Infrastructure	Updated Wiring Closets	750,000	One-time	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	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"/> Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Professional Development	Outside Consultants	60,000	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 checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	N/A	N/A	0	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input 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 type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input checked="" type="checkbox"/> N/A	
Totals:			1,254,000			

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

Not Applicable

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

<https://www.lakeshorecsd.org/Page/3105>

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.

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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 type="checkbox"/> Digital Equity Initiatives | <input type="checkbox"/> Online Learning | <input type="checkbox"/> Other Topic B |
| <input type="checkbox"/> Digital Fluency Standards | <input type="checkbox"/> Personalized Learning | <input type="checkbox"/> Other Topic C |

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

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

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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
				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
				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

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.