

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?**

Michelle Helmer

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

Director of Technology

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

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

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1. What is the overall district mission?

Silver Creek Central School District builds bridges with students linking today's learning to tomorrow's possibilities.

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

Silver Creek CSD's Instructional Technology Plan, required by Commissioner's Regulation 100.12, will support the mission of the NYS Board of Regents, which is to ensure that every child has equitable access to the highest quality educational opportunities, services and supports in schools that provide effective instruction aligned to the state's standards, as well as positive learning environments so that each child is prepared for success in college, career, and citizenship.

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.

Silver Creek CSD has an active District Strategic Planning Committee that is made up of various stakeholders (Board of Education, District and Building Administration, Teachers, Technology Department staff, Families, Seneca Nation of Indians, and students). This group meets as often as necessary but no less than 3 times/year to analyze data and determine goals for the district using the vision the Board of Education casts as a guidepost in decision making. Once the CDEP is developed, each building crafts a building specific CSEP that is aligned to the District Plan. Instructional technology and infrastructure needs are acquired through surveys of all faculty and community members and used in the analysis of organizational needs. A subset of the CDEP committee meets annually to review the technology plan and every 3 years meets to develop the technology plan for submission to NYSED. The Technology committee ensures alignment of the Technology Plan to district goals outlined in the District Plan.

Timeline of Annual District Strategic Planning Process:

- **January** - Board of Education sets goals for subsequent school year
- **Jan/Feb** - CDEP committee meets to review BOE goals and set focus practices, develops needs statements, determines measurement tools (using ESSA data, 3-8, Regents, Panorama, etc.)
- **March** - Professional Development Committee develops Professional Development Plan and the Technology Committee meets to review or develop the Technology Plan
- **Spring** - Building principals work to draft CSEPs with School based committees. Leadership team meets to craft work plans.
- **May** - CDEP committee meets to finalize the subsequent year's CDEP and gauge current year's growth using aforementioned data sources
- **Summer** - Board of Education meets to revise goals as necessary
- **August** - Leadership team meets to finalize district work plans for school year.
- **September** - Building principals meet with CSEP committees to finalize building plans
- **November** - CSEPs are presented to board as well as previous year's recaps with data.

**Throughout school year all plans are executed, and data is collected to assess progress toward goals.*

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

1. *How this planning process was different than previous years* - The process for the development of this plan is similar to the planning process for the last plan and is outlined in question 3
2. *How the planning committee identified strengths and areas of improvement based upon implementation of the previous three-year plan* - The committee reviewed the goals and action steps to determine if the action steps had been completed yet, if new action steps needed to be taken and if action steps the remained undone needed to be eliminated
3. *How this plan intends to address any goals from the previous plan that may not have been fully met* - The district's goals from the previous three-year plan was to focus on assessment and use of data to drive instruction. As a result of lost instructional time due to the COVID-19 pandemic this goal continues to be relevant. The new plan will continue the work of using technology to improve assessment and data analysis practices but also on how to build teacher capacity in making instructional decisions that ensure all students make progress. Additionally, the district has made a commitment to focus on social emotional developmental health. The technology plan will focus on how technology can support that work as well.

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

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

The district was working through the implementation of a 1:1 program in grade 3-12. The pandemic affirmed the reality that we have families without internet connectivity or alternate device access. Our plan continues to be mindful of our community's access. Furthermore, we were working on our system of instructional technology usage and how to better support our teachers. The pandemic expedited the streamlining of our learning management systems to two main platforms (SeeSaw for primary and Microsoft Teams for 3-12). This allowed for more robust support both with professional development and technical support for teachers and students. The district was also working on its data driven practices with regards to student achievement and the pandemic has intensified the need for this work to be efficient and effective. Technology will support our data systems.

- *Online or blended learning options (changes or additions)* - We continue to offer options for students to connect with teachers virtually for tutoring sessions even though we are in-person now. We have no other online or blended learning options for students.
- *Need to address internet connectivity, to the extent practicable, at students' places of residence* - We continue to advocate for digital equity regarding infrastructure and affordability. We have applied for grants that will allow us to distribute hotspots to families where there is access. We continue outreach to better understand connectivity challenges. (currently this is being done through the digital equity survey)
- *Device purchases (any increases, changes in quantity or type, etc.)* - We updated our replacement cycle as necessary to ensure 3-12 1:1 devices. We held on to devices that are at the end of our replacement cycle to ensure all students have a device for use in the home in an emergency.
- *Device deployment (changes, if applicable)* - Our plan continues to be K-2 shared devices in school, Grades 3-5 - 1:1 devices for use in school, and Grades 6-12 - 1:1 devices for use in school and at home.
- *Professional development related to technology use, integration, and instructional design (any changes in quantity, delivery method, audience, and/or content)* - professional development has been and is delivered in person, virtually and in blended models. All teachers received support to operate their LMS's which included instructional delivery capacities in remote environments. Peer to peer support has been enhanced to provide additional support structures.
- *Instructional changes (Such as to ensure that students are more technologically proficient, use of technology to engage students)* - There is a continued commitment to improving instructional technology. However, a 1:1 environment was in existence prior to the pandemic.
- *Parent and community stakeholder engagement (Degree of input they have on the Instructional Technology Plan)* - There are members of our community on the district strategic planning committee (see question 3) Also, surveys went out to the community specific to instructional technology, device, and connectivity.

6. Is your district currently fully 1:1?

Yes

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.

Strategies for providing ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to ensure that staff know how to use the new technologies to improve education or library services.

Silver Creek Central School District provides ongoing professional development for district technology to all staff, teachers and administrators. We continually assess the technology professional needs of all staff so that we can meet our ongoing goal to integrate technology into all aspects of the educational learning environment. Teachers, staff and administration receive technical integration support in order to use technology for communication, collaboration, data driven instruction, delivery of instructional materials and assessments, as well as a means to provide student feedback in a more efficient and timely manner. Professional development promotes technology as a tool to design learning opportunities, to evaluate the effectiveness of instruction and to monitor student learning, as well as ensure that there is a positive student learning environment. Our technology professional development also ensures that educators have the knowledge, skills, and opportunity to engage and collaborate with parents and families as active partners in children's education.

Training opportunities are provided through staff development days, during and after school, and by sending faculty and staff to outside workshops. Professional Development will be provided by internal experts, BOCES staff developers, and outside consultants as appropriate to the learning needs and instructional technology tools being used.

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**

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

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

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

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:

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

Minimally

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

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1. Enter Goal 1 below:

The district will develop curriculum and acquire resources to support the NYS Computer Science and Digital Fluency Standards

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

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

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

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

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

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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

1. Work with Elementary, Middle School and High School grade bands to unpack the standards and identify gaps K-12.
 - A survey will be created that will identify what is currently being taught by grade level. Results will be shared with teachers and serve as the working document for the crosswalk.
2. Complete a Curriculum Crosswalk to establish gaps between current course work and expected knowledge outlined in the NYS Learning Standards for Computer Science and Digital Fluency
 - Results will be shared with all teachers and used for future curriculum work.
3. Utilize conference days, CSLO days and faculty meetings to provide technology professional development
 - Monthly PD newsletter outlining upcoming training opportunities
 - Best Practices in Instructional Technology will be shared out at building faculty meetings
 - Instructional Technology TEAM will be utilized as a hub for instructional technology support
4. Implement the use of 2 Technology integrators – assistance with lessons, integration, LMS, digital citizenship, new technologies
 - Technology integrators will share monthly updates on their trainings and activities with the Director of Technology
 - Integrators will serve on the district CDEP and Technology Committee and will update these committees on a regular basis
 - Integrators will develop and disseminate the monthly PD newsletter and maintain the Instructional Technology Team
 - Integrators will present at building faculty meetings on a regular basis
 - Integrators will host professional development sessions during in-service days and after school/summer for continuing education credit
5. Increase educators' knowledge of the K-12 Computer Science and Digital Fluency Learning Standards and new 21st century tech tools which help students learn.
 - Copies of the K-12 NYS Computer Science and Digital Fluency Learning Standards will be printed off by grade level and subject area bands and distributed to faculty and staff.

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 | Curriculum | Work with all buildings to determine what is currently taught with regards to the NYS Computer Science and Digital Fluency Standards. Work with grade bands to unpack the standards and identify gaps PK-12 | Curriculum and Instruction Leader | Administrative Team | 12/18/2022 | 0 |
| Action Step 2 | Curriculum | Complete a curriculum crosswalk to establish gaps between current coursework and expected knowledge outlined in the NYS Learning Standards for | Curriculum and Instruction Leader | Teachers and Administrative Team | 06/30/2024 | 0 |

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IV. Action Plan - Goal 1

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| | Action Step | Action Step - Description | Responsible Stakeholder: | 'Other' Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---------------|--------------------------|--|--------------------------|---------------------------------|--------------------------------|------------------|
| | | Computer Science and Digital Fluency | | | | |
| Action Step 3 | Implementation | Utilize conference days, CSLO days and faculty meetings to provide technology professional development | Director of Technology | Teacher leaders | 06/30/2024 | 0 |
| Action Step 4 | Professional Development | Increase participation with Technology integrators - assistance with lessons, integration, LMS, new technologies | Director of Technology | Teacher leaders, Teachers | 06/30/2025 | 0 |

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #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 | Communications | Increase educators knowledge of the K-12 NYS Computer Science and Digital Fluency Learning Standards and new 21st century tech tools with help students learn | Director of Technology | Teacher leaders, administrative team, teachers | 06/30/2025 | (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) |

IV. Action Plan - Goal 1

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

The district will use technology to increase reciprocal communication with families.

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

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

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

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

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

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

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

The district will measure progress by an increase in the number of opportunities for parents to engage in reciprocal communication. In the summer the leadership team will reflect on the previous year to establish a baseline number of reciprocal communication opportunities. The goal will be set to increase from our baseline over the next 5 years by a margin of 25% growth each year.

6. List the action steps that correspond to Goal #2 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

| | Action Step | Action Step - Description | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---------------|-------------|---|--------------------------|---------------------------------|--------------------------------|------------------|
| Action Step 1 | Planning | Leadership team will meet to reflect on and document all previous year's reciprocal communication opportunities for | Superintendent | Administrative Team | 09/01/2022 | 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 |
|---------------|--------------------------|---|-----------------------------------|--|--------------------------------|------------------|
| | | families to establish a baseline. | | | | |
| Action Step 2 | Planning | The leadership team will develop an action plan to increase the opportunities for reciprocal communication and research technology tools that the district already uses to support this goal. | Curriculum and Instruction Leader | Administrative Team | 10/30/2022 | 0 |
| Action Step 3 | Professional Development | As appropriate, professional development for leaders will be planned to increase the use of the current technology tools for reciprocal communication | Director of Technology | Administrative Team | 06/30/2023 | 10,000 |
| Action Step 4 | Purchasing | Additional technology tools will be researched and added as appropriate to increase reciprocal communication | Director of Technology | Administrative Team, All faculty and staff | 06/30/2025 | 40,000 |

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) |

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| | Action Step | Action Step - Description | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---------------|---------------|---------------------------|--------------------------|---------------------------------|--------------------------------|------------------|
| | | | | | nse) | |
| Action Step 8 | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) |

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

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1. Enter Goal 3 below:

Maintain and support an up-to-date technology infrastructure and provide effective technical support for continuing and enhancing student, staff and teacher learning.

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

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

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

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

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

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

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

The evidence and/or data to be collected, how it will be collected, and which benchmarks will be utilized.

- Evaluation on the NIST framework
- Analysis of Help Desk Tickets
- (ie. user needs vs. device needs) to determine if replacement planning needs to be revisited or professional development/training support.
- Efficiency of open tickets to being closed
- Staff and Student survey results

How the evidence will be analyzed and utilized.

- We will analyze at our technology department meetings using established protocols (ie ATLAS)

How you will know if the goal has been accomplished.

- Decrease in helpdesk tickets and support calls
- More time spent in reserach and development to improve and monitor systems
- Increase in developent of help/tip guides
- Survey results from end users

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.

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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 1 | Communications | Ensure that faculty and staff are using the ticket system effectively to report all issues. | Director of Technology | Technology Department | 06/30/2022 | 0 |
| Action Step 2 | Evaluation | Develop our internal documentation for hardware and software | Curriculum and Instruction Leader | Technology Department | 01/01/2023 | 0 |
| Action Step 3 | Research | Develop user guides to facilitate effective use of technology tools for faculty, staff and student use. | Instructional Technology Coach | Technology Department, Students, TOSA | 06/30/2023 | 0 |
| Action Step 4 | Purchasing | Improve and replace necessary technology infrastructure (hardware, software, systems) | Director of Technology | Technology Department | 06/30/2024 | 800,000 |

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) |

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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8. Would you like to list a fourth goal?

No

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2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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

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. District administration and stakeholder groups will continue conversations to deepen their teaching and learning and provide key take-aways at each building.

The CDEP committee (District Planning Committee) will focus on recommendations for purchases, practices and 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.

How technology is integrated into teaching and learning throughout the district

- K-12 1-1 iPad initiative supported by the Smart School Bond Act, State and Federal funding
- 3-12 Platform – Microsoft Teams, PowerSchool, Office 365
- PK-2 Platform – See Saw, PowerSchool, Office 365
- Access to a full software list that provides extension, intervention, practice and resources for all students
- Ed Law 2-D approved

Explain the extent to which technology is used by teachers to facilitate their practice

- Staff have been provided a district laptop with remote access to district files from anywhere
- Microsoft for Education including Teams and Office 365
- Access to a full software list that provides extension, intervention, practice and resources
- Teachers use technology to create content connecting videos and documents. Students use Microsoft 365 and Teams 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.

The extent to which technology is used by students to demonstrate understanding of skills and concepts

- CBT
- Microsoft Teams and Office 365
- iReady
- IXL
- Castle Learning
- Digital lessons embedded with assessments that include traditional and non-traditional assessments tracked by the teacher with results kept in PowerSchool.

The extent to which technology is used to provide multiple pathways to access and participate in learning.

- Teachers are able to connect a variety of programs both traditional and non-traditional to promote student learning.
- Teachers have a full list of resources to support in-person, hybrid and remote learning. The pandemic has opened the door for opportunities for students to learn through the use of technology.
- Instruction using technology is no longer an event but a necessity that is used on a daily basis.
- District classrooms are being updated with interactive display boards, new workstations and document cameras through the Smart School Bond Act.

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.**

| Solutions | 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 SEDH needs. Professional Development in use of instructional technology for teachers Family tech nights to build family capacity for using resources that support learning and achievement. | System of professional development that will facilitate ever changing demands of instructional technology through the use of micro credentials Collect feedback to better understand gaps in capacity for all stakeholder groups (administration, teachers, support staff, students and families) |
| Infrastructure | Provide mifis using pandemic relief funds Administer the digital equity survey to collect student level data on needs. | 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. | Community Based mini grant program using pandemic relief funds to build connections between community needs and academic goals. |

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

Students with disabilities often need instructional materials modified, presented in various formats, or to communicate through various means in displaying their understanding of content. Through the use of assistive technology devices and services across the district we are able to incorporate speech to text software, text to speech, audio books, stylus to improved handwriting when using technology, teachers present material in video lessons that can be revisited, paused, etc. which allows students who require additional time for processing to have that accommodations, and many other resources. While these are surface level assistive technology devices and services, they are what most of our students with IEP's require. We are continually exploring options for additional software, devices, and equipment that will support our students wide range of needs.

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V. NYSED Initiatives Alignment

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

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

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

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

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

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

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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.**

The District's Instructional Technology Plan addresses the needs of our English Language Learners through the use of Microsoft Teams Translation App and the use of iReady and American Reading Company software that give access to assessments and curricular materials in student's first languages online. Through the translation app, students can hold conversations with peers and instructors while utilizing their first language. This app also equips students and teachers with the ability to take a photo of any paperwork and it will translate it to the first language or back to English. This app has allowed both students and staff to feel success in the classroom even when they are speaking two different languages, learning from one another.

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

- | | |
|---|--|
| <input type="checkbox"/> Technology to support writers in the elementary classroom | <input type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input type="checkbox"/> Technology to support writers in the secondary classroom | <input checked="" type="checkbox"/> Electronic communication and collaboration |
| <input 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 type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology | <input type="checkbox"/> Web authoring tools |
| <input type="checkbox"/> Writer's workshop in the Bilingual classroom | <input type="checkbox"/> Helping students connect with the world |
| <input checked="" type="checkbox"/> Reading strategies for English Language Learners | <input type="checkbox"/> The interactive whiteboard and language learning |
| <input 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.**

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website. | <input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district. | <input 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"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone. | <input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed. | <input type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./ |
| <input checked="" type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment. | <input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity. | <input type="checkbox"/> Provide online mentoring programs. |
| <input 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 individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity. | <input checked="" type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues. |
| <input type="checkbox"/> Create a survey to obtain information/about students' living situations./contact information./access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs. | <input checked="" type="checkbox"/> Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website. | <input type="checkbox"/> Offer a technology/support hotline during flexible hours. |
| <input type="checkbox"/> Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions. | <input checked="" type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for | <input type="checkbox"/> Make sure technology/support is offered in multiple languages. |
| <input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods. | <input type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD./ or private online video channel)./ | <input type="checkbox"/> Other (Please identify in Question 9a, below) |
| <input checked="" type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity. | <input checked="" type="checkbox"/> Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content. | |

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

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

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

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VI. Administrative Management Plan

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1. Staff Plan

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

| | Full-time Equivalent (FTE) |
|--------------------------------|----------------------------|
| District Technology Leadership | 1.00 |
| Instructional Support | 1.00 |
| Technical Support | 3.00 |
| Totals: | 5.00 |

2. Investment Plan

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

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

A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question.

All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.

| | Anticipated Item or Service | "Other" Anticipated Item or Service | Estimated Cost | Is Cost One-time, Annual, or Both? | Potential Funding Source | "Other" Funding Source |
|---|-----------------------------|-------------------------------------|----------------|------------------------------------|--|------------------------|
| 1 | End User Computing Devices | N/A | 333,000 | Annual | <input checked="" 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 <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 |
| 2 | Network and Infrastructure | N/A | 110,000 | 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 |
|---|-----------------------------|-------------------------------------|----------------|------------------------------------|--|------------------------|
| | | | | | Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A | |
| 3 | End User Computing Devices | N/A | 108,000 | One-time | <input checked="" 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 <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 | Peripheral Devices | N/A | 250,000 | One-time | <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 | Capital Project |

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| | Anticipated Item or Service | "Other" Anticipated Item or Service | Estimated Cost | Is Cost One-time, Annual, or Both? | Potential Funding Source | "Other" Funding Source |
|----------------|-----------------------------|-------------------------------------|----------------|------------------------------------|---|------------------------|
| | | | | | <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A | |
| Totals: | | | 801,000 | | | |

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.**

The plan will be posted once initial approval is complete - <https://www.silvercreekschools.org/documents/departments/technology/technology-policies/245932>

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

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

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

- | | | |
|--|---|---|
| <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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VII. Sharing Innovative Educational Technology Programs

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| | Name of Contact Person | Title | Email Address | Innovative Programs |
|--|------------------------|-------|---------------|--|
| | | | | 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 |

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 |

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