

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

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

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

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1. What is the overall district mission?

The Mission of the McGraw Central School District is to pursue the maximum fulfillment of each student's potential. We will accomplish this by identifying student outcomes based on excellence, fostering and enhancing student opportunities, emphasizing student enthusiasm, and promoting parent, school, and community involvement.

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

The McGraw Central School District will utilize technology to provide a supportive instructional environment to achieve the maximum potential for student learning.

- The District will address improving student achievement by utilizing technology to acquire skills to thrive within a technologically complex and dynamic world.
- Improvement will revolve around the acquisition of technology, professional development for teachers, staff , implementation and development of teacher curriculum to integrate new and existing technology.
- The district will increase the number of technology applications and educational content for teachers and students in order to utilize technology and support student learning to its fullest capacity.

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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.**

The district completed an Instructional Technology assessment survey. The survey was completed by faculty and staff. The McGraw Central School District also holds quarterly Technology Team meetings consisting of the following team members and their positions:

Dan Briggs High School Teacher
James Sanderson Tech/Industrial Arts teacher
Mark Dimorier High School Principal, Community Member
Melinda McCool District Superintendent
Pam Coombs High School Business and Careers Teacher
Susan Prince Elementary School Principal
Joe Seamans High School Teacher
Erin Dimorier Elementary School Teacher
Heather Frink Elementary School Teacher
Erik Wehling High School Teacher
Ethan Brown High School Teacher
Tracey O'Donnell Elementary School Teacher
Rebecca Cornell Elementary School Media Specialist, community Member
Kristina Maricle McGraw School Board Member, Parent
Kevin Solan Technology Director

McGraw CSD considers this technology team to be our primary stakeholder group for this technology plan development. Every meeting since January 2016 Smart Schools Bond Act information has been shared with the group and the committee discussed ideas and initiatives where the district would like to concentrate their efforts. So that the district may better support technologies now and in the future, the committee agreed that it was a priority to increase network capacity on the district's wired and wireless networks, add school security camera systems and upgrade other technologies. Instructional technology is also discussed, shared and forwarded to administration for approval as appropriate.

McGraw Central School District (MCSD) plans professional learning in consultation with its Curriculum Council Committee, in order to increase educator effectiveness and results for all students. It is the mission of this committee to promote and support excellent instruction by providing leadership and direction, varied opportunities, and incentives for staff members to continue professional learning throughout their careers in a safe, supportive environment.

The Curriculum Council Committee is composed of representatives from elementary, junior high and high school, as well as the Superintendent, and three administrators. It is convened by the Director of Curriculum, operates by consensus decision-making processes, and meetings are open to all interested persons. The District Technology Director works with the committee to support planning and implementation of professional learning.

The Curriculum Council Committee meets monthly, with additional meetings on an as needed basis, to plan for staff learning throughout the year.

The District encourages staff to participate in a variety of professional learning activities:

- Superintendent's Conference Day/Staff Development Day workshops
- Instructional program presentations (including consultants, in-house presenters, turn-key trainers, study groups)

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- Curriculum writing
- Instructional staff meetings, conferences, workshops, and site visitations
- Teacher Center, BOCES, NYSUT, RBERN workshops
- Independent study
- Summer professional learning opportunities
- Webinars
- Other professional training with administrative approval
- Collaborative self-directed professional learning
- Instructional Rounds

Needs/Data Analysis for McGraw's Professional Learning Plan

Themes for staff learning are targeted and needs are prioritized based on goals set by the Curriculum Council Committee and Board of Education, common assessment data and state assessment data, staff surveys, New York State Learning Standards, and the McGraw Central School Report Card.

Themes include:

1. Implementation of all NYS Learning Standards
2. Technology skills and curriculum integration
3. Effective instructional techniques
4. Coordination of curriculum across grade and content area
5. Literacy for all students
6. Behavioral support for students
7. Standard-based IEP alignment
8. Support for (English as New Learners) ENL students
9. Character Education and positive school climate
10. Improving performance of students living in poverty
11. Crisis Prevention and Intervention Training
12. Health and safety

Needs Assessment Sources Used

Current research on effective practices

- School Report Card
- BEDS data
- Student attendance rates
- Graduation and dropout rates
- Benchmarks for student performance
- Teacher surveys
- Teacher self-reflection
- Data Warehouse
- SED priorities and initiatives
- Technology needs assessment
- Local/State assessments- STAR, Regents, 3-8 Assessments, Achieve 3000, Castle Learning
- Strategic planning process

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- Response to Intervention (RTI)
- Universal Screening Instruments- DIAL 4
- Instructional Rounds

These groups collectively contributed to the development of this plan over the course of 5 Curriculum Council and three Technology Committee meetings and participation in a shared document from September 2021 through March 2022. Individuals on the committees additionally gathered information from stakeholders outside of the committees for additional input including support staff, other teachers, parents and students. This information was shared in the group's Google Document.

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

The planning process is very similar to previous years. The individual stakeholders have changed but the representation of groups has been constant. The district continues to look ahead 3-5 years in an effort to stay ahead of progress and address the needs of our students as they arise. New initiatives are taken on as tasks are completed.

The use of shared documents allowed for a more fluid development of the plan. More voices were included as the group delegated the committee members to get feedback from others and record it for the whole group.

The district has made excellent progress on previous goals and intends to build upon those to best meet the future needs of our students, the learning environment, and the improved programming.

Goals are continually revisited and revised through the Technology Committee and Curriculum Council as needs change. Action Steps are carried out through delegation of the committee members in smaller settings such as faculty meetings, department meetings, community committee meetings, BOE policy meetings, and administrative meetings.

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

Trainings for online and blending learning occurred for all faculty and will continue to be a part of the district's Professional Development. The district has employed the use of mifi units to assist families that are unable to secure internet at home.

Devices are now at the 1:1 level and are on a rotating replacement plan through leases arranged with our BOCES.

Instructional Coaches have been employed as of 2021 and have provided an increase in professional development aligned with technology integration and instructional delivery.

Technology has been incorporated and integrated as a regular tool in coursework PK-12. Google Classroom and the supporting suite is utilized regularly.

Parents have been surveyed both electronically and through hard copy survey for input on technology use. As a small district, several staff members serve on the technology committee as both a teacher and parent, board member and parent, or staff member and community member.

6. Is your district currently fully 1:1?

Yes

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

Technology

The McGraw Central School District Technology Plan calls for staff competencies in technology relating to instructional practice and integration with curriculum standards.

Focus Element	Activity (ies)	Resources	Who	Time Frame	Performance Measure / Data Source
Best Practices <ul style="list-style-type: none"> • Communication • Internet Usage • Individual Devices 	<ul style="list-style-type: none"> • Training for Third Party Applications • Training for Law 2D • Webinars • Conferences • Workshops 	<ul style="list-style-type: none"> •Google Apps •Interactive Boards •SMART Boards •Ensemble 	All Instructional Staff	On-going	<ul style="list-style-type: none"> • Observations • Surveys • Usage Reports
Application of Instructional Resources <ul style="list-style-type: none"> • Internet Usage • Individual Devices • Interactive Board • Coding • Keyboarding • Online Resources • Google Apps for Education • Wonders ELA Curriculum • ISTE Standards • Digital Citizenship 	Workshops/ Training <ul style="list-style-type: none"> • Castle Learning • Renaissance Learning (STAR) • Frontline Education RTI Direct • Achieve 3000 	<ul style="list-style-type: none"> • Wonder Online •Carolina Science •Scholastic(Digital Format) •Reflex •eMATHInstruction •Castle Learning •STAR •Digital Citizenship Program •Microsoft Suite •Raspberry Pi 	All Instructional Staff	On-going	<ul style="list-style-type: none"> • Observations • Effective use of My Learning Plan • Integration into curriculum and instructional strategies • Usage Reports • Surveys

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II. Strategic Technology Planning

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Integration of Technological Advances •Website Creation CAD Technology •Mechanical Drawing	Workshops/ Training • Drones • VR Units • Sphero Packs • STEM/STEAM • Robotics • 3-D Printers • AV Production (more explicit)	•Coding Program •Math and Finance Program	All Instructional Staff	On-going	• Course Offerings • Course Enrollment • Usage Reports

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:
Significantly
2. Digital Use – The District's learners, teachers, and administrators are proficient in the use of technology for learning.
The district has met this goal:
Significantly
3. Digital Capacity and Access – The District's technology infrastructure supports learning and teaching in all of the District's environments.
The district has met this goal:
Significantly
4. Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.
The district has met this goal:
Significantly
5. Accountability – District-level information is posted on the District website, is easy to access, and is easily understood. Information provided includes the results achieved by the District in their efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life.
The district has met this goal:
Significantly

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IV. Action Plan - Goal 1

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IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Provide opportunities for professional development to maintain efficiency integrating technology with instructional practices and curriculum standards as they evolve over time to ensure staff competencies in technology relating to instructional practice and integration with curriculum standards.

Focus Element	Activity (ies)	Resources	Who	Time Frame	Performance Measure / Data Source
Best Practices <ul style="list-style-type: none"> • Communication • Internet Usage • Individual Devices 	<ul style="list-style-type: none"> • Training for Third Party Applications • Training for Law 2D • Webinars • Conferences • Workshops 	<ul style="list-style-type: none"> •Google Apps •Interactive Boards •SMART Boards •Ensemble 	All Instructional Staff	On-going	<ul style="list-style-type: none"> • Observations • Surveys • Usage Reports
Application of Instructional Resources <ul style="list-style-type: none"> • Internet Usage • Individual Devices • Interactive Board • Coding • Keyboarding • Online Resources • Google Apps for Education • Wonders ELA Curriculum • ISTE Standards • Digital Citizenship 	Workshops/ Training <ul style="list-style-type: none"> • Castle Learning • Renaissance Learning (STAR) • Frontline Education RTI Direct • Achieve 3000 	<ul style="list-style-type: none"> • Wonder Online •Carolina Science •Scholastic(Digital Format) •Reflux •eMATHinstruction •Castle Learning •STAR •Digital Citizenship Program •Microsoft Suite •Raspberry Pi 	All Instructional Staff	On-going	<ul style="list-style-type: none"> • Observations • Effective use of My Learning Plan • Integration into curriculum and instructional strategies • Usage Reports • Surveys

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IV. Action Plan - Goal 1

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Integration of Technological Advances •Website Creation CAD Technology •Mechanical Drawing	Workshops/ Training • Drones • VR Units • Sphero Packs • STEM/STEAM • Robotics • 3-D Printers • AV Production (more explicit)	•Coding Program •Math and Finance Program	All Instructional Staff	On-going	• Course Offerings • Course Enrollment • Usage Reports
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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.

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

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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.

Performance Measure / Data Source
<ul style="list-style-type: none"> • Observations • Surveys • Usage Reports
<ul style="list-style-type: none"> • Observations • Effective use of My Learning Plan • Integration into curriculum and instructional strategies • Usage Reports • Surveys
<ul style="list-style-type: none"> • Course Offerings • Course Enrollment • Usage Reports

Reports, surveys, and data will be collected monthly or quarterly and reviewed monthly by instructional coaching teams, administration and at all scheduled technology committee meetings. Adjustments for appropriate professional developments will be made through accurate evaluation of the data and goal setting procedures. As specific tools are updated and change, new goals will be created.

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	Budgeting	Budget funds for professional development yearly	Business Official	N/A	06/30/2025	200,000
Action Step 2	Curriculum	Ensure that curriculum maps include use of technology imbedded in all content	Curriculum and Instruction Leader	N/A	06/30/2025	0
Action Step 3	Evaluation	Evaluate the success of the PD and use results to suggest next steps for PD	Assistant Superintendent	N/A	06/30/2025	0
Action Step 4	Professional	Coordinate the PD for	Building	N/A	06/30/2025	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
	Development	instructional staff and admin to remain current	Principal		025	

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:

Provide instruction for safe and responsible use of technology. As we see an increase in social media presence and the impact that this has on our student behaviors in school, we intend to increase our efforts to instruct responsible use of technology. Additionally we will include instruction to those with an online presence additional resources to avoid false information and traps that may present dangerous situations to students and their technological tools.

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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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.**

The district will review discipline records to evaluate the number of instances that a conflict started through a technological communication tool. By more responsible use, the hope is that there will be less connection between discipline and online conflicts. In addition the technology department will keep records of SPAM infiltration and share with administration, technology committee members. Additional training will take place for students and staff as it is deemed necessary.

Teachers will report to the instructional coaches the appropriate or inappropriate use of internet resources on student assignments. Additional lessons will be provided with the collaboration of the instructional coaches in classes that require that assistance.

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	Curriculum	Curriculum will be assigned to each grade level for internet safety	Library Media Specialist	Principal	09/01/2023	5,000
Action Step 2	Infrastructure	Filtering and instruction on SPAM will take place yearly	Director of Technology	N/A	09/01/2023	0
Action Step 3	Implementation	Follow up on instructional practices regarding safety will occur through teacher observations	Building Principal	N/A	06/30/2023	0
Action Step 4	Evaluation	Data will be reviewed yearly to ensure progress	Instructional/PD Coach	Principals	06/30/2023	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.**

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipa ted date of complet ion	Anticipated Cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Respo nse)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Respo nse)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Respo nse)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Respo nse)	(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:

The District will maintain and sustain the existing and future technological infrastructure to support all learning initiatives.

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

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

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

- | | |
|--|--|
| <input 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 Director of Technology will create a rotation plan for maintenance and replacement of technology equipment to best meet the needs of the entire school. The Director of Technology will monitor capacity on the equipment to ensure that the infrastructure remains compatible with instructional practices. This information will be shared with the Board of Education, the administrative team, and the Technology Committee. Feedback will be accepted from all groups.

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	Budgeting	Create a 5 year plan for replacement and maintenance contracts for infrastructure and technological tools	Director of Technology	Business Official	09/01/2022	0
Action Step 2	Infrastructure	Evaluate the infrastructure yearly for improvements and necessary additions and repairs	Director of Technology	N/A	09/01/2022	0
Action Step 3	Cybersecurity	Work with BOCES and insurance company to comply with new laws and expectations for security of our tech systems	Director of Technology	Assistant Superintendent	09/01/2022	0
Action Step 4	Cybersecurity	Multi factor authentication	Director of Technology	Assistant Superintendent	09/01/2022	1,500

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 - 2021V. 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.**

Technology is integrated through teaching and learning throughout the district in a variety of ways. The use of the Google Classroom Platform has become common place in classrooms at the 3-12 levels. Class Dojo has been utilized as a parent participation platform in the elementary grades. Several programs such as STAR and Achieve 3000 are utilized for data review to determine student growth in reading and mathematics. Textbook purchases now include technology portions that teachers utilize to facilitate learning and provide additional methodologies for learning. These purchased products and Google Platform are utilized by students to increase student achievement, assist with more individualized instruction, and to guide academic programming and instructional practice for the greatest success. All students have access to a device in their classroom setting. The district has charging stations set up in work areas so that students may bring in their own device if they choose to do so. The SSIP included upgrades to our infrastructure and wifi access points throughout the district's two buildings. Wifi is accessible everywhere in the school buildings and for quite a distance outside of the buildings.

2. **Explain the strategies the district plans to implement to address the need to provide equitable learning "everywhere, all the time" (National Technology Plan). Include both short and long-term solutions, such as device access, internet access, human capacity, infrastructure, partnerships, etc.**

The District intends to provide equitable learning to all students. Currently every student has access to a district owned device. The District has a 5 year rotation to ensure that these devices are regularly upgraded so that all students continue to have access in the future. Internet access is available throughout the district buildings and a guest network is available for use in the outside areas on school property for people to use when in need. Additionally the district purchases wifi accessibility contracts and distributes Mifi units to families that are in financial need for them. The district has taken part in several community surveys to discuss the areas where internet capabilities do not exist currently. The technology director has a continually updated 5 year plan for the updating and improvement of the infrastructure. The latest budget cycle discussed the need for an additional technology employee for the district in order to maintain the current equipment, programs, and apps while remaining compliance with safety measures.

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 are all assigned devices that are best used for their individual needs. The district has several special class classrooms. The District works with OCM BOCES to determine specific apps such as Proloquo2Go which is a speaking application to help with communication. This particular item is best used on an iPad and the district provides that device as needed. Although most students have a chromebook, many times special education students need the computing that is available on a laptop and in that case, the student would have access to a laptop instead of a chromebook. Teachers utilize flipped classroom instruction and online resource links to offer additional support for those in need of reteaching. These resources help other special educators in resource room settings, parents assisting with homework, and students taking advantage of multiple resources to meet their own needs independently. Video clips and read along software are used for many content areas in addition to English Language Arts. Personal equipment such as headphones are available for all students and are used by choice. The district has increased the use of video ability of its devices as many teachers are adding a performance or presentation to their technological repertoire of final project options.

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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 checked="" 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 type="checkbox"/> Using technology to differentiate instruction in the special education classroom | <input type="checkbox"/> Other (please identify in Question 5a, below) |

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- 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)

- 6a. If 'Other' was selected in Question 6 above, please explain here.**

McGraw has no ELL students.

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

No

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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 type="checkbox"/> Technology to support writers in the elementary classroom | <input type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input type="checkbox"/> Technology to support writers in the secondary classroom | <input type="checkbox"/> Electronic communication and collaboration |
| <input type="checkbox"/> Research, writing and technology in a digital world | <input 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 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 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 type="checkbox"/> Use camera for documentation |
| <input type="checkbox"/> The power of technology to support language acquisition | <input checked="" type="checkbox"/> Other (please identify in Question 8a, below) |
| <input type="checkbox"/> Using technology to differentiate instruction in the language classroom | |

- 8a. If 'Other' was selected in Question 8 above, please explain here.

McGraw has no ELL students.

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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 type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district. | <input checked="" type="checkbox"/> Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work. |
| <input type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone. | <input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed. | <input checked="" type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./ |
| <input type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment. | <input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity. | <input type="checkbox"/> Provide online mentoring programs. |
| <input type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity | <input 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 | <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 checked="" type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)/. | <input type="checkbox"/> Other (Please identify in Question 9a, below) |

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- | | |
|---|---|
| clarify enrollment instructions. | <input checked="" type="checkbox"/> Technology is used to |
| <input type="checkbox"/> Create mobile enrollment | provide additional ways to |
| stations by equipping buses | access key content, such as |
| with laptops, internet, and staff | providing videos or other |
| at peak enrollment periods. | visuals to supplement verbal or |
| <input checked="" type="checkbox"/> | written instruction or content. |
| Provide/students/experiencing | |
| homelessness/and/or housing | |
| insecurity with tablets or | |
| laptops, mobile hotspots, | |
| prepaid cell phones, and other | |
| devices and connectivity. | |

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	0.50
Technical Support	0.50
Totals:	2.00

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	Network and Infrastructure	N/A	300,000	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 <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column,	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
					to the right) <input type="checkbox"/> N/A	
2	Staffing	N/A	50,000	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
3	End User Computing Devices	N/A	100,000	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional	Stimulus Funds

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

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

Yes

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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.**

Smartschools link-2022 Technology Plan

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

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

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

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/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology

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	Name of Contact Person	Title	Email Address	Innovative Programs
				<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 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

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	Name of Contact Person	Title	Email Address	Innovative Programs
				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 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

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	Name of Contact Person	Title	Email Address	Innovative Programs
				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/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 Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development /

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	Name of Contact Person	Title	Email Address	Innovative Programs
				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.