

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 10/13/2021

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

Kimberly Monahan

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

Other

- 2a. **If 'Other' was selected in Question 2 above, please identify the title.**

Director of Instructional Services

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

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

Page Last Modified: 03/28/2022

1. What is the overall district mission?

What is the overall district mission?

The Warsaw Central School Community is committed to empower each individual and recognize diverse talents, abilities, and interests. We will cultivate a safe and effective learning environment as we guide everyone to become a lifelong learner and leader

2. What is the vision statement that guides instructional technology use in the district?**2022-2025 Vision Statement:**

Warsaw Central School will educate students on safe and effective use of computer technology. WCS will provide ongoing professional development for all staff to ensure students and staff are proficient with the ISTE technology standards, Next Generation learning standards and State specific standards (Digital Fluency). We support long-term commitment and planning for funding computer technology programs, hardware, and professional development. We will continue to upgrade and maintain the network infrastructure, wireless networks, inventory and replacement of hardware through a three- five-year replacement plan. We will continue to support and maintain our 1 to 1 initiative throughout the district. Through professional development both in group and individual settings, classroom teachers will be instructed around best practices, sharing resources and opportunities to expand their knowledge. Administration will work to develop an overall annual technology budget that is both fiscally responsible but helps to meet the needs of the district. With emphasis on the technology needs that support improved student achievement.

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 Warsaw Central School District Technology Committee (administrators, teachers, IT dept, Board of Education Members) meets regularly (minimally 4x/year)

2021-2022 Meeting Dates: 10/24/21, 1/24/22, 3/28/22, 5/23/22

Discussions during meetings address but are not limited to the following areas:

- Hardware needs
- Software needs
- Cybersecurity/Ed Law 2D
- Risk Assessment Feedback
- Audit recommendations
- Recent professional development
- Current topics of interest

This shared decision making team prioritizes needs based upon these discussions and develops both short and long-range plans for the district. Long range plans typically support the development of our budget as well as professional development in the district. Short range plans are typically utilized to address the need for immediate problem solving or reflection/revisions for current action plans.

Additionally, on an annual basis, Warsaw Central School will continue to distribute the Digital Access Survey. Feedback from district families in re: to their accessibility to personal, community or school-based technology has and will continue to help shape our long-range planning process. .

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

Our previous process of collecting and analyzing data in order measure progress toward meeting the goals identified in our June 2018-2021 Instructional Technology Plan has impacted or process moving forward. We continue to meet with our larger stakeholder group, minimally 4x/year, and have added the addition of monthly IT Department meetings in order to strengthen our systems including increased progress monitoring. The outcome of this increased communication and collaboration, along with recent multiple opportunities to survey staff and families, has enabled our planning committee to identify areas of growth as well as areas which need continuous improvement. Collectively, the following goals/plan address a continuation of our work:

June 2022-June 2025

Goal 1 - Delivery of professional development to instructional staff which integrates technology as a tool, while maintaining curricular alignment with NYS learning standards (Next Generation, ISTE, Computer Science and Digital Fluency), while increasing student achievement.

Goal 2 - Increase awareness of staff in re: to cybersecurity and development of NIST Framework through collaborative work with BOCES to facilitate regular risk/threat assessments/penetration tests - developing action plans for improvement based upon recommendations. Development of annual training plan which includes general overview of Ed Law 2D, Phishing scams, Malware, Password protection. Implementation of educational software for training purposes (Knowbe4, Otis, etc)

Goal 3 - Continue to assess status of current technology, developing a 3-5 year replacement plan for hardware.

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

Page Last Modified: 03/28/2022

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

The creation of the 2022-2025 Instructional Technology Plan at Warsaw Central School District was influenced by experiences during the COVID pandemic. The pandemic exponentially increased the amount of time that students needed to engage in remote learning experiences - pushing instructors to become proficient with online learning tools in a short period of time. Many of these tools and new instructional models are now part of our "regular" instructional plan.

Students have had opportunities to participate in online and/or hybrid lessons on a regular basis. In order to accommodate this change, our new plan notes: Goal 1 - Delivery of professional development to instructional staff which integrates technology as a tool, while maintaining curricular alignment with NYS learning standards (Next Generation, ISTE, Computer Science and Digital Fluency), while increasing student achievement. With the increased use of devices and software as a way for students to show what they know - we developed a resource for teachers to access/see/engage with models of high quality remote instruction. We anticipate continuing to grow this resource, with ongoing professional development centered on becoming proficient with the software and hardware necessary to develop and deliver high quality, engaging instruction in an increasingly remote world.

Additionally, embedded in this plan, is documentation noting ongoing surveys and communication with families (Ex: NYS Digital Equity Survey) Data collected from this survey, as well as other surveys distributed to staff and families throughout the pandemic have helped shape our decision making in regards to devices purchased, grade levels serviced, and the distribution and management processes within the IT department. New single-sign on software was purchased and deployed in anticipation of making remote instruction much easier for students and their families.

The increased use of technology during the pandemic (and moving forward) has also impacted Professional Development in terms of cybersecurity. We have developed regular training modules for full time staff, revised orientation practices for newly hired staff as well as substitutes and model the integration of instructional technology in Professional Development sessions. We have increased opportunities for classrooms to participate in small group technology instruction in order for students to become proficient with new software and are in the process deploying updated software in order to increase opportunities for two-way communication between home and school.

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.

Warsaw Central School District is fully engaged in a comprehensive improvement planning process. Our improvement plans (DCIP/SCEP) are developed annually with input from shared decision making teams. Currently, our Professional Development Committee is involved in a full review of our PDP, in order to respond to current needs, in part due to the impact of the pandemic and the increased need for the integration of technology to support high quality teaching and learning. As the PDP committee finalizes their recommendations for the 2022-2025 school years, the plan will include recommendations for measuring the success of the current plan and/or the system for suggesting new priority areas. The plan will focus on the professional development of probationary staff members, providing them with intense support in regards to all areas of high quality instruction.

Focus areas for our comprehensive improvement plans are:

- Promoting student engagement
- Increasing the use of Data Driven Instruction
- Increasing opportunities for communication with stakeholders (leveraging technology to do so)
- Ensuring high quality education for students with disabilities

Our professional development plan includes opportunities for teachers and administrators to learn more about:

- Online learning: <https://www.wconlinelearning.org> (A continually evolving process)
- Data collection, analysis and action planning (using data dashboards and other technology as necessary)
- Assistive technology
- Leveraging technology to increase opportunities for family engagement
- Increasing awareness of cyber-secure practices

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

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

Page Last Modified: 10/13/2021

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

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

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

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

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

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

Moderately

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 - 2021IV. Action Plan - Goal 1

Page Last Modified: 03/28/2022

1. Enter Goal 1 below:

Goal 1 - Delivery of professional develop to instructional staff which integrates technology as a tool, while maintaining curricular alignment with NYS learning standards. (Next Generation, ISTE, Computer Science and Digital Fluency), and increasing student achievement.

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

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

Page Last Modified: 03/28/2022

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.**

Growth for Goal 1 will be measured using the following data points for the current year - with benchmarks and growth levels being revised over the course of this 3 year plan.

NYS test data (3-8)

DCIP evidence/progress monitoring: Classroom Visit Tool, Surveys

SCEP evidence/progress monitoring: Classroom Visit Tool, Student Interviews, Surveys

Classlink analytics

Common formative assessments

Regents exams

STAR Assessments

School Course Passing Rates

Evidence and data collected for this instructional technology goal will be measured and evaluated - as outlined in our District and School

Comprehensive improvement plans

District Comprehensive Improvement Plan - Priority Areas/Intended Outcomes (**Example of Current SY**)

- Student performance on benchmark and summative assessments will demonstrate growth.
- By June 2022, 85% of teachers will score at the accomplished level on each indicator on the Walk Through Tool.
- When surveyed, 70% of middle/high school students will agree or strongly agree with the statement:
- Classes are interesting and keep my attention.
- When surveyed 65% of middle/high school students will agree or strongly agree with the statement:
- Teachers provide time for students to discuss topics and learn from each other.
- Growth in student performance from benchmark assessments to the Regents exam results will be demonstrated at the HS.
- STAR assessment results demonstrate growth in student performance in ELA and math.

School Comprehensive Educational Plan - Commitments/Intended Outcomes

- Student passing rate will increase by 25% from baseline (First Quarter) to June 2022.
- After taking their STAR Reading assessment in May 2022, 75% of students will reach their projected reading level (determined at baseline assessment - September 2021).
- After taking their STAR Math assessment in May 2022, 75% of students will reach their projected reading level (determined at baseline assessment - September 2021).
- Self-monitoring/data tracking will be completed by 100% of students.

PLC Survey Questions:

	Survey Questions	Desired Response/Growth
Student Survey	My teachers present information in a way I understand. (Previous Year 16.7%)	50%
Staff Survey	Our school leaders require staff to utilize specific data for purposes of instructional planning and measuring student progress. (Previous Year 49.4%)	65%
Family Survey	My child(ren) is required to self-monitor their progress and keep track of their own learning. (Previous Year 54.2%)	75%

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.**

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 03/28/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Professional Development	Work with administrative team, professional development planning committee and stakeholders to develop current curriculum and programming. The data/feedback will be used in determining professional development needs for the upcoming years.	Other (please identify in Column 5)	Shared decision making with the admin, professional development committee, DCIP/SCEP committees	06/30/2023	45,000
Action Step 2	Professional Development	Work with administrative team, professional development planning committee and stakeholders to develop current curriculum and programming. The data/feedback will be used in determining professional development needs for the upcoming years.	Other (please identify in Column 5)	Shared decision making with the admin, professional development committee, DCIP/SCEP committees	06/30/2024	45,000
Action Step 3	Professional Development	Work with administrative team, professional development planning committee and stakeholders to develop current curriculum and programming. The data/feedback will be used in determining professional development needs for the upcoming years.	Other (please identify in Column 5)	Shared decision making with the admin, professional development committee, DCIP/SCEP committees	06/30/2025	45,000
Action Step 4	N/A	N/A	N/A	N/A	06/30/2021	0

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

Page Last Modified: 03/28/2022

7. This question is optional.

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

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

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

2022-2025 Instructional Technology Plan - 2021**IV. Action Plan - Goal 2**

Page Last Modified: 03/28/2022

1. Enter Goal 2 below:

Goal 2 - Increase awareness of staff in re: to cybersecurity and development of NIST Framework through collaborative work with BOCES to facilitate regular risk/threat assessments/penetration tests - developing action plans for improvement based upon recommendations. Development of annual training plan which includes general overview of Ed Law 2D, Phishing scams, Malware, Password protection. Implementation of educational software for training purposes (Knowbe4, Otis, etc)

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 implementation of Goal #2 will be evaluated and measured using multiple data points to evaluate our progress. Examples of data to be analyzed include, but is not limited to:

- Feedback provided by Edutech re: our annual risk assessment
- Cybersecurity Software: KnowBe4, TEQ Otis, SafeSchools, GoGuardian, Classlink, Google Admin Console
- Monthly analysis of data at IT Dept Meetings
- Quarterly analysis of data at Technology Committee Meetings
- Informal feedback re: Tech Tuesday Tips (Weekly communication from the IT Dept to WCSd)
- Regular review/self-assessment of NIST framework (Rubric scoring 1, 2, 3, 4 scoring)
- Annual auditor reports/recommendations

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.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 03/28/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Cybersecurity	Implementation of annual cybersecurity training plan. The training plan consists of regular use of software to educate and assess individual cybersecurity awareness across all district employees. Analytics collected from training/software will be used to drive ongoing self-assessment/improvement of network resources.	Other (please identify in Column 5)	Joint work with Technology Department, Shared District Technology Committee and Administrative Team.	08/31/2023	25000.
Action Step 2	Cybersecurity	Implementation of annual cybersecurity training plan. The training plan consists of regular use of software to educate and assess individual cybersecurity awareness across all district employees. Analytics collected from training/software will be used to drive ongoing self-assessment/improvement of network resources.	Other (please identify in Column 5)	Joint work with Technology Department, Shared District Technology Committee and Administrative Team.	08/31/2024	27500.
Action Step 3	Cybersecurity	Implementation of annual cybersecurity training plan. The training plan consists of regular use of software to educate and assess individual cybersecurity awareness across all district employees. Analytics collected	Other (please identify in Column 5)	Joint work with Technology Department, Shared District Technology Committee and Administrative Team.	08/31/2025	30250.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 03/28/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		from training/software will be used to drive ongoing self-assessment/improvement of network resources.				
Action Step 4	N/A	N/A	N/A	N/A	06/30/2021	0

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #2 from your answer to Question 1, above.

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

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

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

Page Last Modified: 03/28/2022

1. Enter Goal 3 below:

Goal 3 - Continue to assess status of current technology, developing a 3-5 year replacement plan for hardware.

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.

We will utilize multiple measures to evaluate the need to replace and upgrade technology equipment, as it ages and loses effectiveness, impacting student learning and achievement. These measures may include but are not limited to the assessment of:

- computers
- chromebooks
- ipads
- laptops
- teaching aides: ladybugs, cameras, smartboards, scanners, etc.
- 1:1 student devices
- potential and actual bandwidth use over time
- utilization of instructional technology staff
- repair history
- web-filtering statistics
- number of/and attendance at, instructional technology professional development sessions
- yearly surveys (Digital Access Survey, PLC Surveys, MRA survey +)

The Technology Department will regularly share analytics with the larger district Technology Committee in re: to software usage, compliance, student success and ongoing professional development needs. The Technology Committee will use this data to develop and revise action plans for continued/comprehensive improvement. (cybersecurity, student achievement, etc.)

6. List the action steps that correspond to Goal #3 from your answer to Question 1, above. All cells in the table must

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 03/28/2022

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	Purchasing	Development and implementation plan for maintaining our inventory of 1:1 Chromebooks.	Other (please identify in Column 5)	Shared decision making with Technology Department, Administration and District Technology Committee	06/30/2025	375,000
Action Step 2	Purchasing	Development and implementation plan for maintaining our inventory of Instructional Devices	Other (please identify in Column 5)	Shared decision making with Technology Department, Administration and District Technology Committee	06/30/2025	700,000
Action Step 3	Purchasing	Yearly purchase and maintenance of educational software, programming, library	Other (please identify in Column 5)	Shared decision making with Technology Department, Administration and District Technology Committee	06/30/2025	555,000
Action Step 4	N/A	N/A	N/A	N/A	06/30/2021	0

7. This question is optional.

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

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 03/28/2022

	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)

8. Would you like to list a fourth goal?

No

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

2022-2025 Instructional Technology Plan - 2021**V. NYSED Initiatives Alignment**

Page Last Modified: 03/28/2022

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

Through specific goals, grade level teams and departments will fully utilize technology to ensure students are career and college ready. Rigorous content specific professional development will be provided to all district teams. Technology will be leveraged to further assist teams in achieving their instructional goals as well as increasing student achievement.

Data Tracking/Team Meetings:

Faculty and staff will participate in professional development opportunities to identify, track, and monitor student data. PD will include the use of data protocols, identifying appropriate data to collect, tracking tools etc. with the focus on ongoing data collection for teachers. Warsaw Central School District will be participating in a pilot program with Edutech to begin to fully implement the new data dashboard as a means of using the most up to date data to support all aspects of student achievement.

Sustaining Systems:

The IT Department, working collaboratively with the PDP committee will establish an internal system for sustaining the effective integration of software programs designed to engage students, support instruction and/or provide assessment data. Programs to consider include but are not limited to: Schooltool, Google Apps, IXL, STAR, Classlink, ParentSquare, etc.

Increasing reciprocal communication

Teachers will leverage technology to re-engage families in school, following the covid pandemic. The SchoolTool email function, Google Classroom and ParentSquare will be utilized to consistently connect with families, sharing progress notes as well as other comments related to student behavior, achievement, engagement, etc. A focus will be made on connecting with families via a preferred method of communication, moving toward a paperless system of the course of the next 3 years.

Remote Learning

Teacher will continue to participate in professional development which supports high quality, engaging instruction in a remote world. Opportunities for PD will focus on the integration of technology to engage students in a manner which allows them to show what they know, whether working in a traditional classroom or remote learning environment. Software, extensions and apps will be continually assessed and integrated based evolving student needs as well as coursework.

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.

WCS consistently surveys families in regards to digital access. These surveys have been distributed in order to obtain the most current data regarding equitable learning in our school district. Strategies the District will implement to ensure all student have opportunities for equitable learning everywhere include but are not limited to:

- Increase wifi capacity on campus
- Continue to survey the community: Digital Access Survey+
- Work with local community agencies to coordinate services to meet needs (Wyomingcountybroadband.com)
- Provide families with devices as needed to support remote learning
- Provide families with hotspots as needed to support remote learning
- Purchase/maintenance of video conferencing equipment to support remote learning, reciprocal communication with families
- Use of software to provide added layers of security at school and home (ex: GoGuardian)
- Implementation of new software to increase reciprocal communication with families (ParentSquare)
- Purchase of Dynavox software to support communication with non-verbal students.
- Implementation of Classlink to support ease of access to software accounts at school and home (SSO)

2022-2025 Instructional Technology Plan - 2021**V. NYSED Initiatives Alignment**

Page Last Modified: 03/28/2022

- 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 may be served through the use of instructional and assistive technology to ensure access to and participation in the general education curriculum. Instruction using technology may be differentiated to support the individual learning needs of students with disabilities in the following ways:

- 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). (Classlink, Google Classroom, other)
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel). (Google Meets, Google Classroom, Zoom, other)
- 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. (Lumio, EdPuzzle, Youtube, Google Classroom, other)
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language. (Read & Write, other)
- Assistive technology is utilized. (Dynavox, other)
- Technology is used to increase options for students to demonstrate knowledge and skill. (Kami, Lumio, Jam Board, WeVideo, other)
- Learning games and other interactive software are used to supplement instruction. (IXL, Brainpop, other)
- Ipads, Chromebooks, Classroom application system (microphone)

- 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)

2022-2025 Instructional Technology Plan - 2021**V. NYSED Initiatives Alignment**

Page Last Modified: 03/28/2022

4a. If 'Other' was selected in Question 4 above, please explain here.

General education students and students with disabilities are served within the school district within all educational environments. All classrooms throughout the district are equipped with Interactive Panels.

Throughout the district we also provide opportunities to use:

- Smart-notebook software
- Lumio
- student response systems (ex: Kahoot)
- Chromebooks, ipads
- Text to speech and Speech to Text apps/extensions
- Document readers (ex: orbit note)
- Hard-wired and wireless access
- Online databases
- web based applications
- Additional assistive technology is provided as per each individual identified student's needs (as indicated on their IEP).

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

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

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

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

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 03/28/2022

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

Yes

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

In the 5 languages most commonly spoken in the district

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

(No Response)

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

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

2022-2025 Instructional Technology Plan - 2021**V. NYSED Initiatives Alignment**

Page Last Modified: 03/28/2022

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

- | | | |
|---|---|---|
| <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 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 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 checked="" type="checkbox"/> Create a survey to obtain information/about students' living situations./contact information./access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs. | <input 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 checked="" 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 checked="" 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 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) |
| <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. | |

2022-2025 Instructional Technology Plan - 2021V. NYSED Initiatives Alignment

Page Last Modified: 03/28/2022

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

- ☒ 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.

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 03/28/2022

1. Staff Plan

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.30
Instructional Support	1.50
Technical Support	1.50
Totals:	4.30

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	358,500	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input checked="" type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	Building Capital Project
2	Instructional and Administrative Software	N/A	185,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	N/A

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 03/28/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input checked="" type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Professional Development	N/a	42,500	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	N/A	N/A	0	N/A	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	N/A

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 03/28/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input checked="" type="checkbox"/> N/A	
Totals:			586,000			

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

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

<https://www.warsawcsd.org/Page/2368>

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

Page Last Modified: 03/24/2022

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

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> 1:1 Device Program | <input type="checkbox"/> Engaging School Community through Technology | <input type="checkbox"/> Policy, Planning, and Leadership |
| <input checked="" type="checkbox"/> Active Learning Spaces/Makerspaces | <input type="checkbox"/> English Language Learner | <input checked="" type="checkbox"/> Professional Development / Professional Learning |
| <input type="checkbox"/> Blended and/or Flipped Classrooms | <input checked="" 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 checked="" 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	Kimberly Monahan	Director of Instructional Services	kmonahan2@warsawcsd.org	<input checked="" type="checkbox"/> 1:1 Device Program <input checked="" type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" 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 checked="" 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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 03/24/2022

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

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

Page Last Modified: 03/24/2022

	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

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

Page Last Modified: 03/24/2022

	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

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

Page Last Modified: 03/24/2022

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

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.