

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?**

Anne Martell

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.**

Assistant Director for K-12 Education

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II. Strategic Technology Planning

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1. What is the overall district mission?

The Kenmore-Town of Tonawanda UFSD (Ken-Ton) will provide our students with the supports, tools, and diverse opportunities needed to meet the challenges of an ever-changing world.

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

Ken-Ton will embody a culture of innovation by providing all district schools increased access to technology-rich resources to enhance every aspect of our learning community. To fully realize a culture of innovation, an organization must essentially transform all learners within the realm of the technology initiative. Learners must embrace the innovation and feel that it is woven into the fabric of all communications and operations coming into and going out of the learning community. All of this supports the development of the “whole child” – not just academics. Technology does not stand alone in this district. By following this plan, technology will not be allowed to only be used as an administrative tool, but as an unequivocal need and resource. This is technology infusion and how a culture of innovation develops. These goals are what Ken-Ton is committed to doing for their students, using technology.

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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 stakeholder groups participating in the instructional technology plan development meetings include Board of Education members, district administrators from instruction and finance, school administrators, technology services technicians, instructional support specialists, teachers, parents, and students. The following people are members of the District Technology Committee: Elaine Ablove, Director of the Staff Development Center Joi Chimera, Instructional Support Specialist for Technology Matt Chimera, Board of Education President Lisa Cross, Director of Secondary Education Heather Fleming, Director of Technology Services Danielle Frye, Assistant Principal Chris Galik, Technology Services Phil Jarosz, Instructional Support Specialist for Technology Todd Marquardt, Board of Education Trustee Anne Martell, Assistant Director for K-12 Education Michael Muscarella, Director for Elementary Education Richard Norton, Teacher Nicole Pauly, Teacher Dave Rogalski, Instructional Support Specialist for Technology Ramona Santa Maria, Parent Thomas Schell, Student Peter Sherry, Student Kerry Smith, Instructional Support Specialist for Technology Frank Spagnolo, Director of Information & Data Bill Steffen, Technology Services Kelly White, Assistant Superintendent for Curriculum, Leadership & Instruction Amy Young, Library Media Specialist The Ken-Ton District Technology Committee meets four times per year to plan for, monitor, and adjust the instructional technology plan to meet the needs of students and the school community. Previous District Technology Committee Meetings:

October, 2021

- Reflecting on the 2018-2021 Instructional Technology Plan
- Section II, Question 4
- Identified strengths and goals not yet met
- Evaluating current instructional technology use in Ken-Ton
- Section III
- Section V

February, 2021

- Role of DTC
- 1:1 Rollout
- 1:1 Future
- Infrastructure
- Upcoming CBT Simulation
- Ed. Law 2D Update
- Computer Science Standards
- Software Renewal and Request Process
- Hardware Request Process
- Technology Plan Renewal
- Strategic Plan

October, 2020

- Devices
- Chromebooks
- We will be 1:1 when the orders are complete
- Awaiting shipment - late October - early November
- Planning for charging stations for student return
- Multi-Grade Level SpEd rooms - which device? Combination of devices?
- 3rd & 4th Grade students will be on Chromebooks
- Converting old laptops to Chrometops - replacing hard drive and makes laptop act like a Chromebook
- Infrastructure
- Taxing our broadband connection to BOCES - reaching our max on the connection
- Due for a Broadband upgrade from 1GB to 5GB
- Scheduled outage will be at 4pm - date TBA - will likely be 2-3 hours
- Switch closets need to be updated and scheduled (there will be some outages when these upgrades take place)
- Tech Integration Update
- CBT
- Infinite Campus
- 1:1 Short-Term Planning

January 2020

- Elementary CBT

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- Supporting teachers and lead proctors in each building/modelling tools in Questar.
- Will then swing back with ELA coaches and offer to push into classrooms to model.
- Smart Start Grant
- Ed Law 2D
- SSBA and ERATE
- Microsoft o365 licenses
- Elementary & Secondary Continuum
- Robotics Pilot
- Computer Science Standards

October 2019

- Strategic Plan Update & quarterly monitoring
- Presentation Spotlight – Deck Toys
- Updates - Instructional & Technical

March 2019

- Early Release Days
- Updates - Instructional & Technical
- CBT
- Apr 1 & 2 – Gr 5
- Apr 3 & 4 – Gr 6 & 8
- Apr 5 & 8 – Gr 7
- Early Release March 27 – Grades 3 & 4: ISTE, CBT prep & Tech Tools
- Superintendents' May 10 – Techxpo HS
- Tech Department Hiring
- Smart Schools Camera plans
- Filtering Issues
- O365

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 for the 2022-2025 Instructional Technology Plan was different from previous years. Additional stakeholders including students and parents participated in the planning process. The full district technology committee convened for quarterly meetings and worked in smaller workgroups beyond the full committee meeting time. The more robust and frequent collaborations amongst stakeholders allowed the district to glean feedback and collect data on the fast-paced changes facilitated by instructional technology. Technology enhances community partnerships and communication and engagement with families. Community and parent perspectives are necessary and valued for developing and supporting the district's investment in and use of instructional technology. The previous Instructional Technology Plan (2018-2021) had a goal of a 2:1 ratio for student devices by 2023. Due to the pandemic and the shift to remote and hybrid models of instruction, it was necessary for the district to purchase enough devices for each student. In 2021, every student has a device. The school community rapidly adapted and instructional technology was the vehicle by which teaching and learning continued despite the pandemic. As a result, there is a greater focus on providing targeted and specific professional development for teachers and leveraging all that was learned during the fast-paced shift to remote teaching and learning. The 2022-2025 plan has a refined vision for blended learning techniques and personalized learning for every student. Simultaneously, one of the greatest needs for the 2022-2025 plan is to develop systems and structures that streamline the district's investment in and use of instructional technology. This includes long term plans for professional development to sustain instructional change, purchasing and maintenance of infrastructure, and consistent monitoring and evaluation of the district's progress towards goals for instructional technology. The district technology committee reviewed the Instructional Technology Plan (18-21) and determined strengths and areas for improvement. The committee determined strengths in the areas of professional development offerings (eg. instructional coaching, staff development coursework) and infrastructure (eg. 1:1 devices). Areas for improvement were identified including embedding digital citizenship curriculum K-12, allocating time for targeted and specific professional development related to the integration of technology, and consistent progress towards deeper integration of technology in the classroom. This Instructional Technology Plan addresses goals that have not been fully met by allocating time for professional development, embedding digital citizenship and computer science standards in K-12 curriculum, and organizing internal processes and procedures related to integrating instructional technology.

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

The district will be moving towards a blended learning model of instruction. Students will be provided choice, voice, and relevant learning opportunities blended with technology. Professional development will allow teachers to understand the purpose of blended learning and shift instructional practices to increase student engagement using technology. The district will create a comprehensive format for updating all components of technology including software, hardware, and delivery mechanisms so that the district benefits from cutting-edge, current technology resources. Hotspots have been purchased and activated for student home use when needed. District-required forms for central registration and facility reservations will be online. Video and streaming services for communications will be used across the school community. Wireless enabled areas/access for community and students will be offered beyond the school day. Innovative learning spaces will be developed (library, makerspace, community areas). The pandemic necessitated purchasing devices to meet the needs of students who were learning remotely. 500 hotspots have been purchased and activated for student use as needed. 3200 Chromebooks have been purchased and distributed to students. The district upgraded to a 10GB network. The district now maintains a 1:1 student device ratio. The district will create a comprehensive format for updating all components of technology including software, hardware, and delivery mechanisms so that the district benefits from cutting-edge, current technology resources. All students in grades K-2 have been assigned ipads. All students in grades 3-12 have been assigned a Chromebook for multi-year durations and are/will be distributed at the beginning of each school year. The district will design professional development which supports a shift in instruction that integrates technology to increase student learning opportunities. Teachers will apply technology-based professional learning with students. Technology-aligned professional development opportunities will be integrated on Superintendent's Conference and/or early release days. Online and blended instruction for students will increase across classes, so professional learning opportunities will model and support this instructional shift. Learning management systems will be the platform for professional learning, and the focal point for student learning in a blended learning classroom. There will be a focus on digital citizenship for grades K-12 to promote responsible, respectful and safe use of technology as well as curriculum development aligned to the NYS Computer Science and Digital Fluency Standards. The district has embraced frameworks for understanding the purpose and power of instructional technology to engage, enhance and extend student learning. Instructional technology will go beyond substitution for previous instructional methods to augment, modify and redefine opportunities for student learning. Online and blended instruction for students will increase across classes. Learning management systems will be used to engage students in learning both during and before/after the school day in a blended learning model. All K-12 coursework will embed digital citizenship to promote responsible, respectful and safe use of technology as well as curriculum development aligned to the ISTE standards. Community members and parents will participate on the District Technology Committee (DTC) and work groups focused on developing, revising, and evaluating goals and action steps of the Instructional Technology Plan. One work group will focus on parent and community engagement which may include community outreach and parent learning sessions to partner with parents to support instructional technology.

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.

The essence of instructional technology integration is to ensure the technology is used to support learning opportunities. By planning for strategies in the areas of professional development, learning content areas, special populations of learners (SWDs, ELLs) and for overall Digital Citizenship this component of the plan is essential to cultivating a culture of innovation. The professional development plan includes the following opportunities:

- Design professional development which supports a shift in instruction that integrates technology to increase student learning opportunities and engagement (blended learning).
- Utilize the International Society for Technology in Education (ISTE) standards to ground professional learning opportunities for teachers and administrators.
- Embed instructional technology-aligned professional development on Superintendent Conference and/or early release days for teachers and administrators.
- Develop Science, Technology, Engineering, Art, Math (STEAM) and Computer Science curriculum maps that strategically and explicitly use technology to support content.
- Focus curriculum projects based on the International Society for Technology in Education (ISTE) Standards for students and NYS Computer Science and Digital Fluency Learning Standards.
- Continue to develop and implement a digital citizenship curriculum, infused within the K-12 classroom curriculum in each school throughout the district.

The district administered a survey of all teachers in June, 2020 to understand the professional learning needs of teachers in preparation for continued virtual and hybrid models of teaching, including for use of a learning management system (LMS). The survey asked teachers to rate their current skill level (1-3) with specific attributes of each of three levels. All teachers were surveyed again in November, 2021 to understand the professional learning needs of teachers to support continued growth related to technology integration and a gradual shift to instruction for blended learning. The professional development plan includes the following opportunities for targeted, needs-based, and personalized professional learning:

- Include technology-aligned professional development opportunities on Superintendent's Conference and/or early release days.
- Include technology-aligned professional development opportunities through the Staff Development Center.
- Encourage teachers to collaborate with instructional support specialists for technology integration to engage in instructional coaching cycles.
- Facilitate professional learning opportunities for educators at monthly faculty meetings and/or department or grade-level meetings.
- Offer professional learning opportunities during school-based 'flash PD' and/or learning teams.
- Embed instructional technology use in the classroom observation component of APPR pre- and post-conference conversations between teachers and administrators.

The effectiveness of the professional development plan will be evaluated by collecting data from teachers annually at the end of the school year. This data will inform future professional development offerings. Both quantitative and qualitative data will be collected to evaluate the effectiveness of professional development offerings. Plans for implementation support and follow-up will be monitored by the district technology committee as well as the Office of Curriculum and Instruction and Instructional Technology Coaches.

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

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

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

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

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IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Continue to foster a culture of innovation and the consistent growth of the organization and district using technology to transform educational leadership, teaching, and learning.

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

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

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

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

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

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

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

Survey data will be collected and analyzed from standardized testing; software usage reports; teachers' advancement through and completion of online tutorials for new software; overall rate of adoption and integration of new software and hardware.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Professional Development	Professional development will provide opportunities for learning and growth for educators	Curriculum and Instruction Leader	N/A	06/30/2025	\$486,667.00

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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
		and support staff. Embed professional development related to technology-use (eg. Google Workspace tools, applications, LMS) on Superintendent's Conference days for administrators, teachers, and support staff. Ground professional learning for administrators and teachers in the International Society for Technology in Education (ISTE) Standards for educators and leaders, sound instructional pedagogy, and technology integration frameworks. Administrator and teacher driven turn-key workshops on technology integration and specific use examples.				
Action Step 2	Communications	Utilize technology to communicate, collaborate and partner with families and the community to support students and schools. Connect educators, families, and key partners with timely, relevant information about students' academic progress. Utilize the Learning Management System and Infinite Campus to communicate with	Other (please identify in Column 5)	Community Relations Director	06/30/2025	\$78,000.00

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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
		families.				
Action Step 3	Collaboration	Enhance the partnership amongst colleagues in the school district as well as with the community and families. Providing time and opportunities for educators to share curriculum resources and instructional best practices using technology. Offer virtual workshops focused on school and district initiatives (eg. social-emotional learning, digital citizenship, blended learning). Expand community partnerships to provide extended learning and/or internship opportunities for students.	Curriculum and Instruction Leader	N/A	06/30/2025	\$25,000.00
Action Step 4	Learning Spaces	Engage students in the learning process via new and extended learning spaces. MakerSpaces, Robotics, PLTW, Art Touch panels in classrooms to engage students and enhance new ways of thinking. Develop opportunities for students to become district leaders in technology support within new learning spaces and current academies. Continue to expand learning spaces district-wide. Newly designed	Director of Technology	N/A	06/30/2025	\$1,400,000.00

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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
		spaces will support new and emerging technologies.				

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:

Engage and empower all students while extending and enhancing opportunities for future-ready learning and workplace readiness using technology.

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

Student learning data will be collected and analyzed in various ways engaging school and district leadership as well as the District Technology Committee. Metrics from instructional software will be generated and analyzed by the Director of Technology.

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	Professional Development	Continue to develop and support the evolving vision for a blended learning instructional model. Design professional	Curriculum and Instruction Leader	N/A	06/30/2025	\$450,000.00

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		development which supports and models a shift in instruction that integrates technology to increase student learning opportunities with a 1:1 device ratio. Support the Learning Management System (LMS) implementation timeline with targeted and specific professional learning for teachers K-12. Embed professional development related to blended learning on Superintendent's Conference and/or early release days for teachers and administrators. Continue to offer coursework focused on student engagement tools through the staff development center.				
Action Step 2	Curriculum	Embed technology-rich resources and learning standards within the K-12 curriculum. Ground curriculum projects in the International Society for Technology in Education (ISTE) Standards for students, sound instructional pedagogy, and technology integration frameworks. Develop Computer Science and Digital Literacy curriculum maps that strategically and	Curriculum and Instruction Leader	N/A	06/30/2025	\$25,000.00

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		explicitly use technology to support content. Infuse Digital citizenship curriculum K-12 within classroom curriculum so students are able to consume online information with civic responsibility and respect for intellectual property. Design and implement online courses that incorporate citizenship and content. Update student technology courses to include emerging technologies. Expand learning opportunities by offering online courses.				
Action Step 3	Curriculum	Assess student learning using technology. Use technology to provide timely and quality feedback for student learning and growth. Assess student understanding using multiple means. Provide students with opportunities to create for authentic audiences. Provide students with voice and choice in demonstrating learning. Review current and evaluate other assessment tools with the goal to implement tools that provide opportunities for differentiation and mastery learning and	Curriculum and Instruction Leader	N/A	06/30/2025	\$48,000.00

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		provide immediate data to inform instruction. Provide students with the opportunity to reflect on their learning data and take ownership of their learning.				
Action Step 4	Implementation	Utilize technology to engage all learners. Provide students with personalized learning and choice within our 1:1 device ratio. Utilize targeted applications and technology resources for increasing achievement for English Language Learner (ELL) students. Utilize targeted applications and technology resources, including self-sustained assistive technology supports and services, for increasing achievement for Students with Disabilities. Continue to design and implement Response to Intervention (RtI) strategies with appropriate learning technology for tiered interventions.	Curriculum and Instruction Leader	N/A	06/30/2025	\$211,000.00

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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IV. Action Plan - Goal 2

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

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IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

Provide increased access to technology-rich resources to enhance every aspect of our learning community.

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

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

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

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

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

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

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

The digital equity survey will inform decision-making on future purchases of additional devices including hot spots for home internet access. Survey data will be collected and analyzed.

6. List the action steps that correspond to Goal #3 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Policy/Protocols	Improve efficiency and effectiveness of all administrative and managerial aspects of the organization using technology. Digitize and streamline	Director of Technology	N/A	06/30/2025	\$900,000.00

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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
		systems for administrative and management tasks in all departments. Upgrade digital time clocks for all hourly employees. Create a comprehensive process for updating all components of technology including software, hardware, and delivery mechanisms so that the district benefits from cutting-edge, current technology resources. Maintain 5 year device rotation cycles. Continually update policies for acceptable use and care for all devices.				
Action Step 2	Implementation	Update and renovate schools to accommodate all new technology. Involve stakeholders in planning for and monitoring technology integration. Install new live streaming connections in auditoriums for increased community engagement and participation. Revisit and update infrastructure annually. Continue to provide professional learning opportunities for technology services support.	Director of Technology	N/A	06/30/2025	\$400,000.00
Action Step 3	Cybersecurity	Enhance the safety of all schools using	Director of Technology	N/A	06/30/2025	\$830,000.00

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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
		technology. Install and utilize cameras in all schools. Enhance backup systems to prevent restoring infected data points. Conduct penetration testing by a 3rd party vendor to ensure infrastructure security. Install a PA system that integrates with phones in all buildings.				
Action Step 4	N/A	N/A	N/A	N/A	06/30/2021	N/A

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

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

8. Would you like to list a fourth goal?

No

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

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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.

Student achievement can be improved through the effective implementation of 1:1 instructional technology. The successful implementation is highly dependent on the professional development for instructors, software that supports learning and engagement, and integration of technology into everyday instruction. Therefore, a comprehensive plan must be developed to ensure that instructors are adequately prepared for the use of 1:1 devices in their classrooms. The essence of instructional technology integration is to ensure that technology is used to support student learning opportunities. Staff development courses are being offered in online synchronous and asynchronous as well as hybrid models to accommodate and model the importance of choice in learning. Teachers are using technology to share and create curriculum maps and resources with others. They also have the ability to bring experiences that students would not otherwise have through applications such as video meetings, Google Earth, AR/VR. Accessibility features are available on Chromebooks and intervention software provides students with personalized and appropriate levels of support for learning. Teachers use a Learning Management System (eg. Seesaw, Google Classroom, Canvas) to build course content, monitor and assess student learning, and communicate with students and parents. Instructional technology is used for formative assessment and allows teachers to provide specific, immediate feedback to students. Teachers collaborate to develop curriculum and share content with others using digital platforms. Google Workspace is embedded in the professional practices of teachers in the district and teachers use a variety of applications and software programs to enhance student learning. Students are encouraged to demonstrate their knowledge of a topic and are given opportunities to use a vast array of technologies such as using video creation tools or slide decks. Students are learning to navigate and discern factual information from opinions while learning how to research topics online. Students are taught Digital Citizenship skills by interacting and collaborating in monitored digital workspaces. Teachers use text to speech for SWD and ELL student populations to meet accommodations and create videos for students to review at later times at their own pace as needed. Software specific to school academies such as 3D printing and robotics is used by students in engineering pathways. Students are afforded virtual field trips to museums and locations around the world pertaining to all subjects and grade levels. Teachers are now facilitators of learning and no longer disseminators of information and there is increased collaboration among teachers and students alike. Teachers are more accessible to students after traditional school hours and students are often working on projects in more authentic ways with their peers. Learning management systems allow teachers to provide pre-screened information to students for lessons that they can access at any time and anywhere.

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 Kenmore-Town of Tonawanda UFSD is a 1:1 district. Students in grade K-2 have been assigned an iPad. Students in grades 3-12 have been assigned a Chromebook. Students have access to district-funded hotspots for internet access at home, if needed. The district has a large technology support department which is staffed with technology integrators, network engineers, and partners with BOCES. All switches and routers are up to date and are aligned with a structured replacement cycle. The district aims to consistently increase availability, security, and interoperability of technology with a robust, reliable infrastructure and wireless network. This plan will increase the number of computing and web-enabled devices and resources available for teaching and learning. Professional development will be designed to support a shift in instruction that integrates technology to increase student learning opportunities both during and before/after school. The district will leverage technology to connect educators, families, and key partners with timely, relevant information about students’ academic progress and the educational programs available.

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 (SWD) have access to the same devices as their general education peers. SWDs and their teachers utilize additional devices and applications to assist in their understanding of grade level curriculum or reinforcement of targeted skills as outlined on their IEPs. Devices and applications currently utilized in the district include: speech-to-text scanners; iPads for Augmentative Communication; Chromebooks (standard and 15 inch); BookShare, Read, Write, Speak Google Extension, Google Chrome Speech to Text and Text to Speech, Google Chrome Text Enlargement and Magnification tools, CCTVs, Phonetak Roger Microphone and Receivers, Bluetooth Touchscreen, Roger I-Sense, Juno Receivers and Mini-mics, Wireless headsets and mini amplifiers, Large text Keyboards, Visiobook, Smart Braille, Manual Braille, Lighttouch Braille, Interactive G-Touch TVs, Document Cameras, Projectors.

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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 checked="" 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 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 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 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) |

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

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

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V. NYSED Initiatives Alignment

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

Yes

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

In the 15 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 type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input type="checkbox"/> Technology to support writers in the secondary classroom | <input checked="" type="checkbox"/> Electronic communication and collaboration |
| <input type="checkbox"/> Research, writing and technology in a digital world | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input type="checkbox"/> Writing and technology workshop for teachers | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input 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 checked="" type="checkbox"/> The power of technology to support language acquisition | <input type="checkbox"/> Other (please identify in Question 8a, below) |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the language classroom | |

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V. NYSED Initiatives Alignment

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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 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 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 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 type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues. |
| <input type="checkbox"/> Create a survey to obtain information/about students' living situations./contact information./access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs. | <input checked="" type="checkbox"/> Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website. | <input type="checkbox"/> Offer a technology/support hotline during flexible hours. |
| <input type="checkbox"/> Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions. | <input checked="" type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for | <input type="checkbox"/> Make sure technology/support is offered in multiple languages. |
| <input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods. | <input type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)./ | <input type="checkbox"/> Other (Please identify in Question 9a, below) |
| <input checked="" type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity. | <input checked="" type="checkbox"/> Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content. | |

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

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

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

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

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VI. Administrative Management Plan

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- 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	1.50
Instructional Support	15.00
Technical Support	10.00
Totals:	26.50

- Investment Plan** Provide a three-year investment plan to support the vision and goals. All costs must be calculated for the entire three year-period, not annualized. For example, if a cost occurs annually, the estimated cost should include the annual cost times three. Provide a three-year investment plan to support the vision in Section II and goals in Section IV. A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question. All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	Professional Development	N/A	1,000,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input checked="" 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	Instructional Support staff salaries
2	Instructional and Administrative Software	N/A	387,000	Both	<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	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input checked="" type="checkbox"/> Grants <input checked="" type="checkbox"/> Instructional Materials Aid <input checked="" type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Network and Infrastructure	Internet Connectivity	2,230,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input checked="" type="checkbox"/> District Public Bond <input checked="" 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 type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	End User Computing Devices	N/A	1,300,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
Totals:			4,917,000			

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.**

The Instructional Technology Plan will be shared on our district website: <https://www.ktufsd.org/Page/19874>

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

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VII. Sharing Innovative Educational Technology Programs

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

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

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

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

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

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

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

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

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VII. Sharing Innovative Educational Technology Programs

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

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

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