

**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?**

Mr. Michael K. Faustino

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

Director of Technology

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

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

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**1. What is the overall district mission?**

1. What is the overall district mission?

The mission of the Adirondack Central School District is to assure that all students graduate with the knowledge, skills, behaviors, and attitudes necessary to succeed in the world of work, in higher education, and as productive, contributing members of society. Adirondack Central School District, in collaboration with parents and the community, promotes academic excellence and embraces diversity in a student-centered environment ensuring every student has equitable access to acquire skills and knowledge to succeed. Goals: Adirondack GOAL STATEMENT #1 To build a collaborative partnership in our school and our community with open, transparent communication building trust and positive culture.

- Transparency
- Building connections with all stakeholders
- Building unity across the ACS District
- Encouraging utilization of District resources throughout the community

Adirondack GOAL STATEMENT #2 The Adirondack Central School District is committed to supporting and sustaining a safe, respectful and accepting environment.

- Foster a mentally and emotionally supportive environment for all members of our school community
- Survey stakeholders/seek feedback
- Counseling services
- Wellness Center

Adirondack GOAL STATEMENT #3 The district will provide an educationally sound and fiscally responsible budget that supports students in achieving the vision and mission of the district.

- Create, expand, and sustain educational opportunities for all stakeholders
- Develop and expand community-based opportunities

Adirondack GOAL STATEMENT #4 The Adirondack Central School District is committed to providing a comprehensive academic program with customized learning for each learner to reach their maximum potential with high expectations ensuring students are prepared for chosen life endeavors.

- Increase graduation rate and increase Regents with Advanced Designation and/or Honors
- Increase performance on State assessment measures – focus on growth scores, not just proficiency
- Increase participation rates on state assessment measures
- Decrease students needing AIS (Academic Intervention Services)
- Increase students in advanced courses (AP, college, honors and advanced)
- Increase students earning Seal of Biliteracy and Seal of Civic Readiness

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

The 21st century vision for the Adirondack Central School District is to ensure that each learner is provided with access and opportunities for technological experiences that directly supports their individual educational, social-emotional, and employment pathways. All students will be afforded with high functioning devices, evolving technology, and rich learning experiences that prepare them to be college, career, and civic ready learners. Our instructional technology vision is to secure dynamic hardware while facilitating targeted and purposeful technology integration through strategic planning, training, professional learning, and shared decision making with all stakeholders.

**A. Curriculum, Instruction & Assessment** The Adirondack Board of Education will adopt an articulated, standards based prioritized curriculum that is rigorous, aligns with the science of effective instruction, and prioritizes action planning, formative assessment strategies, and effective questioning techniques to increase student discourse. The faculty will: 1. Identify desired academic outcomes for individual students; 2. Use formative and benchmark assessments to inform instruction; 3. Differentiate lessons that address individual differences and interests; 4. Plan lessons using high yielding instructional practices to cognitively engage students and promote the development of higher order thinking, student discourse and meta-cognition skills; 5. Give students opportunities to work collaboratively; 6. Plan projects that require interrelated research skills; and 7. Integrate instructional technology in the delivery of high quality, standards based instruction and assessment measures. Students will: 1. Contribute to a safe and orderly environment, free from violence, drugs, alcohol and tobacco; 2. Demonstrate respect for self, others, property and the learning environment; 3. Actively engage in academics, co-curricular, and extracurricular activities; 4. Achieve their full potential; and 5. Develop the values and skills to become strategic learners, productive citizens in a global community, and promoters of a democratic society.

**B. Personnel** The Board of Education and the Administration will: 1. Employ and support the most outstanding individuals in their respective fields; 2. Model attitudes and behaviors that we desire in our students; and 3. Encourage the involvement of parents and the community in school programming. The Administration and Staff will: 1. Engage with students to ensure that all achieve their full potential; 2. Model attitudes and behaviors that we desire in our students and staff; 3. Seek and participate in professional learning opportunities, thus modeling life-long learning; 4. Demonstrate a strong work ethic that we desire in our future generation of employed citizens; 5. Encourage the engagement of parents and the community in school programs; and 6. Provide information on student achievement and programs to parents and/or the larger community.

**C. School Climate** The Board of Education, Administration and Staff are committed to supporting outstanding schools; together they will: 1. Demonstrate a commitment to provide well-maintained physical facilities and promote a safe and orderly environment; 2. Promote open and honest communication to develop strong relationships that are respectful, caring and cooperative; 3. Work collaboratively to promote an environment that supports student success; and 4. Provide private and public recognition for individuals and/or group achievement and accomplishments.

**D. Parents and Community** To support the District's Vision Statement, Mission Statement, Goals, and programs, the parents and community will: 1. Promote and emphasize the value of education, achievement and goal setting; 2. Provide resources for an outstanding and whole-child educational program; 3. Promote open and honest communication to develop trusting relationships that are respectful, caring and cooperative; and 4. Fully utilize the facilities and resources of the District.

**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.**

**Planning Process:** The purpose of the Adirondack Central School District's Technology-Curriculum-Goals Committee is to support the Board of Education and Superintendent's goals with respect to the overall role of technology in support of the teaching and learning process as well as school district's operations and management as aligned with national, state, and regional initiatives and IT industry standards.

**Stakeholder/Strategic Partner Groups:** The Adirondack Central School District's Technology-Curriculum-Goals committee members include the Superintendent, all district-level leaders, building principals, the technology director, teachers, para-professionals, technology specialists, and strategic community members.

**Outcomes:** The Technology-Curriculum-Goals committee and/or a sub-group of the committee met seven times during the fall, winter, and early spring to revise and develop the 2022-25 NYSED Instructional Technology Plan. The Technology-Curriculum-Goals Committee continues to meet regularly to review, evaluate, adapt, and pivot the district's Instructional Technology Plan and to formulate new goals and action plans based on district instructional and management priorities.

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## II. Strategic Technology Planning

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

The Adirondack Central School District's Instructional Technology Plan builds upon, and continues the work of the three-year plan by identifying areas that the school district exceeded their intended vision in light of the COVID-19 pandemic as well as identified ongoing areas to support teacher and student access needs related to digital literacy initiatives and digital learning shifts. The district plans to build on the previous three-year set of interrelated goals by developing and implementing a solid sustainability plan, supporting equitable access to learning via evolving technologies, and implementing purposeful and intentional professional learning. Consequently, the Adirondack Central School District will provide instructional coaching support for technology integration aligned with new standardized technology hardware and compliant software.

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

As a direct result of the COVID pandemic and the national pause, the school district deployed 1:1 Chromebooks for all students and instructional staff as well as active hotspots from various cell phone carriers for internet access to support virtual connections to learning. Additionally, the district leveraged existing platforms such as G Suite for Education and Screencastify to ensure that teachers and students had a secure, familiar learning space to facilitate and/or participate in virtual learning/courses focused on prioritized standards-based instruction and to enable asynchronous and synchronous learning opportunities for all Adirondack students. As a result of remote and hybrid learning, the district is implementing a streamlined approach to standardize hardware distribution, maintenance, and collection. Finally, the district is set to leverage all software applications to create a cohesive, district-wide learning experience for all students and instructional staff.

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.**

The Adirondack Central School District has a comprehensive, district-wide Professional Development Plan that includes a focus on Instructional Technology. In cooperation with our vendor partners, such as Problem-Attic, Screencastify, Nearpod, Edpuzzle, and Discovery Education, the district and building-level leadership teams will develop, plan, and schedule workshops and professional learning sessions to support teacher use of technology in the classroom and during extended learning opportunities. Faculty and staff also participate in Model Schools and other training initiatives offered by the Mohawk Regional Information Center (MORIC) and the regional BOCES. The district utilizes the electronic platform, My Learning Plan/Frontline Education, to assist staff in the registration and documentation of their professional development activities.

Topic	Audience	Method of Delivery
G Suite for Education	Teachers/Administrators/ Paraprofessionals	Virtual, Face-to-Face
Enhancing Instruction with ViewSonic	Teachers/Administrators/ Paraprofessionals	Virtual, Face-to-Face
Developing Digital Learning Proficiency	Teachers/Administrators/ Paraprofessionals	Virtual, Face-to-Face
Using Data to Inform Instruction	Teachers/Administrators	Virtual, Face-to-Face
Utilizing Technology for Assessment Development and Implementation	Teachers/Administrators	Virtual, Face-to-Face
Applying Evolving Technology to support students with identified needs and learning goals	Teachers/Administrators/ Paraprofessionals	Virtual, Face-to-Face
Monitoring Student Safety through Relay Classroom	Teachers/Administrators	Virtual, Face-to-Face
Data Privacy and Security Awareness with KnowB4	All Staff	Virtual, Face-to-Face

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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II. Strategic Technology Planning

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

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

1. **Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners. The district has met this goal:**  
Significantly
2. **Digital Use – The District’s learners, teachers, and administrators are proficient in the use of technology for learning. The district has met this goal:**  
Significantly
3. **Digital Capacity and Access – The District’s technology infrastructure supports learning and teaching in all of the District’s environments. The district has met this goal:**  
Fully
4. **Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision. The district has met this goal:**  
Fully
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:**  
Fully

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## IV. Action Plan - Goal 1

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**1. Enter Goal 1 below:**

Students and educators will have access to a robust and reliable infrastructure throughout the entire school district in support of teaching and learning initiatives, BOE goals, Superintendent goals, and the individual school building's goals and priorities. The school district is committed to redesigning the school district's network closets and implementing the wireless infrastructure replacement plan in order to support more reliable and secure connectivity across the district. Action: In cooperation with the MORIC and other strategic vendor partners, the school district will continue to build a highly resilient, manageable, and cost-effective school network infrastructure which provides a solid foundation for seamless integration and operation of applications and network services. The network has been specifically designed and redesigned to meet the challenges of a virtual education environment.

**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 school district will comprehensively review existing technology on a regular and timely basis in order to assess their reliability in support of teaching, learning, and the school district's overall operational needs. Specifically, the administrative team, in partnership with the MORIC Managed IT Team and other stakeholder groups, will review the Instructional Technology Plan goal(s) annually to review sustainability and expanded access plans regarding the district's network and infrastructure. Tools to evaluate these goals include multiple assessment strategies such as needs-based assessments, on-site surveys, regular usage reports, application reports, and committee engagement.

**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.**

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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
Action Step 1	Planning	District will conduct an annual planning meeting to evaluate existing infrastructure, devices, and new needs.	Director of Technology	Managed IT Team: Mike Adams and Shane Youngs	07/05/2022	0
Action Step 2	Evaluation	District will conduct an onsite survey to comprehensively assess the existing infrastructure, inventory of all devices, warranty plans, and expiration dates.	Superintendent	Managed IT Team: Mike Adams and Shane Youngs	07/05/2022	0
Action Step 3	Budgeting	District will create a sustainability plan and a fiscally sound budget strategy to improve/upgrade existing infrastructure in addition to evaluating and including future needs.	Business Official	Managed IT Team: Mike Adams and Shane Youngs	07/22/2022	0
Action Step 4	Implementation	District will implement new infrastructure technologies based on on-site survey outcomes and industry standards.	Curriculum and Instruction Leader	Managed IT Team: Mike Adams and Shane Youngs	11/22/2022	200000

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)



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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
					nse)	
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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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

By June of 2025, school leaders and teachers will engage in professional development related to technology integration in the classroom, such as G Suite for Education, interactive ViewSonic boards, technology best practices as well as other district-supported instructional technology tools in order to support student learning and cognitive engagement.

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

Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies

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

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

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

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

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

The school district will regularly review existing instructional technology (IT) in order to assess their reliability in support of teaching, learning, and the overall operational needs and goals of the district. Specifically, the district administrative team in cooperation with district level committees will review the Instructional Technology Plan goal(s) quarterly to evaluate the effectiveness and evidence of impact of targeted professional learning for technology integration in the classroom. Tools to evaluate this goal may include multiple strategies such as device usage, professional development evaluations, teacher participation, principal observation data, and student assessments results and outcomes.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Curriculum	Align professional	Curriculum	N/A	09/01/2	0

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		development plan and learning sessions with curriculum and instruction initiatives and district goals.	and Instruction Leader		022	
Action Step 2	Collaboration	Collaborate with the MORIC, BOCES, and strategic vendor partners to develop workshops for targeted instructional focus areas such as formative assessment, assessment design, flipped classroom, and virtual labs	Curriculum and Instruction Leader	N/A	06/30/2025	0
Action Step 3	Implementation	Implement ongoing and strategic professional learning sessions using multiple methods of delivery.	Curriculum and Instruction Leader	Vendor Partners	06/30/2025	100000
Action Step 4	Budgeting	Leverage grant resources and providers, such as the Jefferson Lewis BOCES Teachers Center and the	Curriculum and Instruction Leader	N/A	06/30/2025	0

7. This question is optional. If more action steps are needed, continue to list the action steps that correspond to Goal #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	(No Response)	(No	(No Response)	(No	(No Response)

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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
	Response)		Response)		Response)	
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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## 2022-2025 Instructional Technology Plan - 2021

## IV. Action Plan - Goal 3

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## 1. Enter Goal 3 below:

By June of 2025, the UPK-12 student curriculum will include student-centered innovative learning spaces (STEAM Labs) and the accompanying inter-, trans-, and cross disciplinary coursework where students are immersed in 21st century, integrated learning experiences that prioritize Critical Thinking, Problem Solving, Global Awareness, and Collaboration. Specific strategies will include:

- Problem and Project Based learning
- Authentic problem solving
- In-person and Virtual engagement with peers, instructional staff, and the Adirondack Community
- Age Appropriate, student-centered learning experiences
- UPK-12 Curriculum Synergy and Integration
- Enrichment, Extended-Day and Summer months STEAM programming

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

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

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

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

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

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

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

The evidence of impact will be measured by the New York State 3-8 and Regents Assessment measures along with locally designed benchmark assessments that prioritize growth over mastery. Particular attention will be given to student growth data, Grade 5 and Grade 8 Science Assessment outcomes, Regents proficiency rates, and Advanced Designations.

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

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## IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Budgeting	District will develop a STEAM targeted budget strategy to transform existing software and devices as well as to secure cutting edge devices, multimedia equipment, and supporting platforms that will support STEAM and STEM inquiry, dialogue, and critical thinking.	Curriculum and Instruction Leader	N/A	08/31/2022	100000
Action Step 2	Planning	District will formulate a transformative plan to implement a UPK-12 STEAM Education program. In addition, the district will create SMART goals to measure the impact on student assessment growth.	Curriculum and Instruction Leader	N/A	09/06/2022	0
Action Step 3	Collaboration	Connect with Regional BOCES, the MORIC, NYSCATE, and AMYNYS to secure high quality professional learning sessions for STEAM Educators, Administration, and STEAM Facilitators.	Curriculum and Instruction Leader	N/A	06/30/2025	0
Action Step 4	Implementation	District will implement a comprehensive UPK-12 STEAM Education program that centers on an integrated, process based approach to learning whereas inquiry, collaboration, and workforce readiness	Curriculum and Instruction Leader	N/A	06/30/2025	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		are at the heart of the STEAM approach.				

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

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## 2022-2025 Instructional Technology Plan - 2021

## V. NYSED Initiatives Alignment

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

To meet the growing expectations of students in a 21st century economy, the Adirondack Central School is continuously upgrading the infrastructure to be able to secure emerging technology hardware and software for our students. Throughout this process, we will also continue to embed and teach digital literacy and safety to increase our student's ability to become contributing community members and prepare them for college, career, and workforce pathways. As a small, rural school district, we actively utilize virtual capabilities and platforms to build a transferable knowledge base. This virtual outreach will be realized by an increase in our MVCC dual college course, partnership with other State and local colleges and universities; and also through the addition of virtual field trips for students who lack the resources and access to opportunities beyond our small community.

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 Adirondack Central School District strives to ensure that all UPK-12 learners have appropriate access to connectivity and devices for learning activities, as needed, when they leave the school complex, so that they are able to experience uninterrupted, high-quality learning experiences that parallel face-to-face instructional models. Additionally, the school district will continue to explore off-campus Internet access options in partnership with local connectivity vendors and community partners in alignment with curriculum and instruction initiatives. Finally, the district continues to replace and expand outdated and expired network systems and infrastructure to ensure a fully-connected, seamless learning experience while students are on-campus and/or within the complex grounds.

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 in the Adirondack Central School District will benefit from the upgrades to the network infrastructure, as well as the 1:1 initiative in that they will gain access to evolving technology and devices that will afford them screen readers, text to speech applications, learning apps that directly support their individual education plan and individual needs, as well as create a differentiated learning space for them to actively participate in the teaching and learning cycle, interact with instructional staff and peers, as well as submit completed work through a variety of modalities (including ones that are specifically tailored to their learning style - including specifications on their IEP for program and testing modifications). A more reliable and stable network will create a seamless learning environment in which there are no anticipated delays in gaining access to materials (i.e. large print, screen reader, graphic organizers, etc) in real-time during the teacher facilitated lessons. In addition, students taking the devices home will have continued access to these materials in a more condensed learning space (Chromebook/Google Suite vs. multiple notebooks, textbooks and assistive technology devices that are large, cumbersome and overwhelming). All teachers, regular education and special education alike, have the capabilities to design differentiated lessons and student materials that are specifically tailored and readily accessible to all students. Adirondack Central School District employs Touch Screen monitors for students with severe disabilities, Ipads for notetaking and visual schedules, chrome extensions to deploy test read accommodations for students who do not want a human reader, and a variety of applications and software to assist students with disabilities with writing goals and needs including but not limited to SOLO 6 and word prediction software.

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

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



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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 checked="" type="checkbox"/> Reading strategies through technology for students with disabilities                        | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas                                    |
| <input checked="" type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input checked="" type="checkbox"/> Helping students with disabilities to connect with the world                                       |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the special education classroom            | <input type="checkbox"/> Other (please identify in Question 5a, below)   |

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

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

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

Yes

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

In the 5 languages most commonly spoken in the district

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

(No Response)

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

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

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom               | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology  |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom                | <input 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 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 checked="" type="checkbox"/> Web authoring tools   |
| <input type="checkbox"/> Writer's workshop in the Bilingual classroom                                       | <input checked="" type="checkbox"/> Helping students connect with the world                         |
| <input checked="" type="checkbox"/> Reading strategies for English Language Learners                        | <input 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 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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**9. How does the district utilize technology to address the needs of students experiencing homelessness and/or housing insecurity to ensure equitable access to instruction and learning? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- |   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website.</li> <li><input type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.</li> <li><input type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment.</li> <li><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</li> <li><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.</li> <li><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.</li> <li><input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.</li> <li><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.</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district.</li> <li><input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed.</li> <li><input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.</li> <li><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.</li> <li><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.</li> <li><input checked="" type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for</li> <li><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)/.</li> <li><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.</li> </ul> | <ul style="list-style-type: none"> <li><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.</li> <li><input checked="" type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./</li> <li><input type="checkbox"/> Provide online mentoring programs.</li> <li><input checked="" type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.</li> <li><input checked="" type="checkbox"/> Offer a technology/support hotline during flexible hours.</li> <li><input type="checkbox"/> Make sure technology/support is offered in multiple languages.</li> <li><input type="checkbox"/> Other (Please identify in Question 9a, below)</li> </ul> |
|---|---|---|

**2022-2025 Instructional Technology Plan - 2021**V. 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](mailto: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	0.50
Instructional Support	0.20
Technical Support	2.50
<b>Totals:</b>	<b>3.20</b>

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

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	Network and Infrastructure	N/A	100,000	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 type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	End User Computing Devices	N/A	100,000	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	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"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Other (please identify in next column, to the right)	Classroom Technologies	187,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	Professional Development	N/A	100,000	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 <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
					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	
<b>Totals:</b>			<b>487,000</b>			

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.adirondackcsd.org/for\\_staff/instructional\\_technology\\_department](https://www.adirondackcsd.org/for_staff/instructional_technology_department)

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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 checked="" 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 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	Michael Faustino	Director of Curriculum and Technology	mfaustino@adirondackcsd.org	<input 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 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
				Learning <input checked="" 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

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

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

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

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