

**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?**

Elliot Kaye

- 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?**

Our mission is to nurture and enrich our students' natural delight in learning and in the powers of mind and body. Each child's awakening into confident young adulthood requires guided engagement with vital ideas and events of the past to realize fresh possibilities and discoveries for the future. We aspire to foster in our students those qualities of character consonant with the ideals of a democratic society. We are committed to reaching beyond routine expectations in a learning environment that encourages inquiry and builds its daily practice upon respect for oneself and others.

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

The District recognizes the transformative effect that access to Internet connectivity and the proliferation of mobile computing devices has had on the global learning community. The District also recognizes the effect that technology availability has had on the accelerated paces of instant communication and the increased capacities of new information. The North Shore School District recognizes the increasing need of the 21st Century learner to know how to make efficient, informed, and ethical choices in the use of technology in order to access, understand and communicate information in a globalized society. The District's technology vision is designed with a theme of adaptation to accommodate the changing role of how public education should relate to the new population of digital natives. North Shore is committed to the knowledge and effective use of technology in our schools that will support:

- Students engaging in collaborative, interactive, and authentic projects with the aid of technology.
- Learning opportunities involving the integration of technology aligned with New York State Common Core Learning Standards.
- Students communicating and collaborating with other students, teachers, and real world content specialists in support of learning.
- Teachers collaborating with other teachers, accessing resources to inform best practices in instruction, and being members of a global learning community.
- Students engaging in self-paced learning opportunities that allow them to construct knowledge.
- Students and teachers using mobile technologies and Internet-capable devices to integrate 21st Century skills in instruction.
- Students leveraging web-based research in support of instruction.
- Teachers using technology to enhance learning opportunities and automate support and development tasks.
- Students accessing on-line library/research databases and streaming media collections.
- Student having access to technological tools and software that are used as industry-standards in authentic real-world settings.
- Information systems that can offer a variety of student assessment data to teachers, parents and administrators.
- Administrative and support personnel having access to data that helps guide decision making and efficient allocation of resources.
- A district website that offers dynamic learning opportunities and resources for parents, students, and the greater North Shore community.
- Technological systems that reduce paperwork and costs, and improve communications and connectivity.

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**3. Summarize the planning process used to develop answers to the Instructional Technology Plan questions and/or your district comprehensive Instructional Technology Plan. Please include the stakeholder groups participating and the outcomes of the instructional technology plan development meetings.**

The district's technology department has regularly engaged in consultation with all stakeholders to develop a shared vision, prioritize a set of goals, and project targeted outcomes in alignment with both the district's shared value outcomes and five-year strategic plan. The stakeholder groups that contributed input and feedback to the goals of the instructional technology plan represents a wide range of core constituencies. A number of meetings discussing the instructional technology plan's requirements occurred throughout the school year with different sub-groups of stakeholders present. During each meeting stakeholders deliver feedback from faculty and parents and advise on establishing and ranking priorities that the district's instructional technology will take in regards to instructional technology. Stakeholder Groups:

- Technology Department
- Assistant Superintendent for Instruction
- Assistant Superintendent for Business
- K-12 Principals
- Curriculum Directors
- Staff Developers
- K-12 Faculty
- Special Education
- ELL

Planning Timeline/Outcomes:

- November 2021: Monthly meetings established with technology department and curriculum directors to solicit feedback on instructional planning with technology and defining three-year goals
- December 2021: Monthly meetings established with central administration and building principals to solicit feedback on technology budgeting priorities and further refining three-year goals
- January 2022: 2022-2023 budget and three-year instructional technology roadmap drafted and presented to stakeholders for review and feedback
- February 2022: 2022-2023 extended instructional technology narrative drafted and presented to stakeholders for review and feedback
- March 2022: Three-year instructional technology roadmap and extended instructional technology narrative finalized, reviewed, and adopted by Board of Education
- April 2022: Draft adaptation of the 2022-2025 instructional technology plan from three-year technology roadmap, extended narrative, and collection of other stakeholder feedback
- May 2022 - June 2022: Instructional Technology Plan finalized and submitted to NYSED for review

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

The new plan builds upon the outcomes of the previous plan's achievement of all goals. In certain domains such as professional development and equity of accessibility, the actual outcomes of the previous plan exceeded the expected outcomes due to COVID and had the unintentional effect of providing us with a better starting point for new goal creation in those areas for the 2022-2025 plan. Stakeholders were also now able to meet and communicate virtually, increasing to the efficiency of collecting timely input and feedback. The new plan will also take into account the prioritization of carefully balancing of our actual spending compared to our voter approved budgets, the increased dependency on collecting and analyzing of application and platform usage analytics, and administering more frequent surveys from a wider population to better inform our new goals.

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

The COVID pandemic dramatically accelerated our procurement and implementation of 1:1 devices across our entire K-12 population, as well as closing the internet accessibility gap of our underserved students with limited or no internet access by providing those households with wireless hotspots. Our technology delivery logistics have improved in both speed and convenience from the cooperation and support of our transportation staff. The professional development of our faculty was similarly accelerated by prioritizing the adoption and increased use of Google Workspace services (Classroom, Drive, etc) as well as several supporting Chrome extensions (Kami, Screencastify, etc) in both remote and in-person instruction. Greater emphasis is also being placed on digital citizenship and social-emotional learning of students with respect to responsible and healthy use of technology inside and outside of school. Parent feedback on what did or did not work well during the pandemic shutdown was also collected and helped inform our considerations of what areas to prioritize as defined goals in the ITP.

**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.**

Faculty and Administrative professional development is offered in a number of different ways through regular budget and grant funding:

- All school buildings receive funding to support teachers in attending professional development workshops they feel would benefit them in their practice. Workshops of this type are highly individualized and generally hosted by colleges, universities, or institutions that provide professional development on a variety of topics related to education. Teachers also pay for professional development courses which serve not only to broaden their knowledge or expertise but also enable them to obtain credits for salary advancement. Many of our teachers have gravitated toward the online platform for these courses rather than live, traditional classroom learning environments.
- The District offers a host of professional development workshops for faculty during the summer months. These workshops cover a wide range of offerings from those that support teachers in teaching new academic programs across the K-12 level as well as workshops that support all teachers' growth in pedagogy and other areas of interest covering topics such as social-emotional learning, differentiated instruction, blended in-person/remote learning, technology use in the classroom, socratic dialog, curriculum design, and incorporation of our shared valued outcomes in student practices. The choices of district-offered workshops are informed directly by the results of an end of year survey of faculty to gauge both their areas of personal interests and comfort levels / capacity of technology use in instruction. Most of these workshops are offered in-house by turnkey faculty, but some topics are offered either remotely by third party trainers or facilitators or in-person conferences by local, regional, state and national ed tech organizations (ITSE, BOCES Model Schools, Teacher's College, NYSCATE, CoSN, etc).
- The District annually hosts several Superintendent Conference Days that offer a menu of teacher and administrator-run workshops. Various ed tech subjects such as digital literacy, SAML integration, and digital accessibility/creation tools are examples of many of the workshops offered. The District also facilitates Collegial Circles during the school year. These professional development opportunities are organized and run by any teacher or administrator who would like to share specific learning goals with colleagues. The decision of what topics to offer during SCD are collected from work by curriculum directors during the Administrative retreat in the summer months prior to the start of the new school year.
- Administrators are provided with periodic workshops facilitated by educational consultants throughout the school year as well as an Administrator's Retreat in the summer months. These PD opportunities have ed tech components interwoven into the larger contexts of Universal Designs for Learning and Multi-Tiered Systems of Supports.
- Teachers are also periodically released from classes throughout the year to learn about technology purchased to support student learning through working with the District's staff developer. These pull-out sessions have enabled teachers to learn about and how to use various software programs that support student learning (e.g. IXL, STAR, ELLevation, Kurzweil, Sanako, etc). Generally, these professional development opportunities are hosted by external consultants. Other pull-out workshops are designed to support ongoing implementation of new academic programs (e.g. Math in Focus, Foundations) and share ideas for using the technology resources related to those programs.
- All participants in District facilitated professional development opportunities are sent a follow up survey to collect direct feedback from the workshops in order to gauge the relevance and understanding of the content, as well as looking at the comparative enrollments of each session. These data are used to continually refine our professional development offerings. The efficacy of all PD opportunities is further measured by comparing the average incidence of support tickets pre and post workshops and determining if there is an increase or decrease in specifically targeted areas as a result of a training that addresses that subject.

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

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

The district will eliminate the interconnected wide area network between all buildings and adopt a more decentralized architecture that allows all building networks and user devices to independently connect directly to Azure's cloud-hosted resources. All student/staff data and servers will also be migrated from the district's in-premises network operations center to Azure in order to provide 24/7 opportunities for access to learning materials and resources from anywhere. Technology staff will implement this migration in coordination with BOCES advanced engineering services support, and the district's staff developer and faculty will support students in learning new ways of locating and accessing instructional data and resources after the transition occurs.

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 peak and trough points of data utilization/consumption of both the WAN and all Azure services will be measured monthly prior to, during, and after implementation occurs. The intent is to create a high enough ceiling in Azure to allow for approximately 10% utilization/consumption over the average maximum tracked throughout the progress of the goal. The trough points of post-migration utilization rates will be compared against pre-migration rates to identify areas that require additional training of data access or raising more awareness of available cloud-based resources.

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					

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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
	Budgeting	Plan out a 3-year budget for migration of all district data, server, and WAN traffic to Azure and cumulatively stagger the procurement and installation of each necessary component part across 3 budget cycles	Other (please identify in Column 5)	Director of Technology, Assistant Superintendent For Business	06/30/2025	460000
Action Step 2	Data Privacy	The district will consistently vet the data privacy and security of all data and services when migrating to off-premises cloud storage in order to stay in compliance with Ed Law 2-d and keep student and staff data safe from misuse	Other (please identify in Column 5)	Director of Technology, BOCES DPSS	06/30/2025	8000
Action Step 3	Implementation	Install firewalls and upgrade switches in 7 buildings, provision virtual infrastructure in Azure, consolidate/reorganize/migrate all data and servers off premises, and remove each building from the wide area network	Other (please identify in Column 5)	Director of Technology, BOCES AES	06/30/2025	0
Action Step 4	Professional Development	Perform an initial communication and training of faculty and students on the new locations and access methods of data and district services and use measured peaks and troughs of pre/mid/post implementation to increase trainings and	Other (please identify in Column 5)	Director of Technology, Staff Developer, Homeroom Faculty	06/30/2025	0

2022-2025 Instructional Technology Plan - 2021

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
		aware ness as deemed necessary by the post migration data points.				

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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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

The District will improve its commitment to providing a safe digital environment for students and staff by performing a comprehensive NIST gap analysis, a series of internal/external penetration tests, and increasing the frequencies of cybersecurity training opportunities and communications to staff and students.

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.

- 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 district will procure the services of third-party security firms to conduct a baseline NIST cybersecurity risk assessment. This initial baseline will be annually reassessed by different external security firms in an effort to keep the results as unbiased as possible. The results of the baseline and annual assessments will be reviewed and the district will respond by upgrading or improving upon any areas of vulnerability/concern within the network's operations and staff awareness. The assessments results and district compliance will be measured against the NIST cybersecurity framework controls. The district will conduct periodic fake phishing campaigns and aims to reduce clicks by staff by 10% after the first year and up to 5% more each subsequent year. Tracking will be applied to communication bulletins to staff and students about cybersecurity to collect data on opened/read time by staff and emails will be modified to encourage/incentivize higher rates of attention.

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					

2022-2025 Instructional Technology Plan - 2021

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
	Research	The Director of Technology will become familiar with all cyber security requirements of Ed Law 2-d and the NIST Framework and vet multiple security firms for the gap analyses and penetration tests	Director of Technology	N/A	10/12/2022	0
Action Step 2	Cybersecurity	An external security firm will perform a series of NIST Gap Analyses and internal/external penetration tests over a multi year period to establish a baseline and measure progress	Other (please identify in Column 5)	Director of Technology, External security firm	12/18/2023	75625
Action Step 3	Infrastructure	The district will respond to the results of the security audits by upgrading or improving areas of vulnerability/concern within the network and personnel	Director of Technology	N/A	06/30/2025	45000
Action Step 4	Professional Development	The district will reinforce cybersecurity trainings and regular communication bulletin to promote more responsibility and awareness among both student and staff	Other (please identify in Column 5)	GCN Training Modules, Staff Developer, Technology Department	06/30/2025	17323

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)	(No Response)	(No)	(No Response)	(No)	(No Response)

2022-2025 Instructional Technology Plan - 2021

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 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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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

The district will enter into a comprehensive 3-year Chromebook upgrades for all 1:1 K-12 devices for all faculty and students that currently have a legacy non-touch device. We will simultaneously upgrade our Google Workspace licensing to Education Plus to offer faculty and students more instructional productivity tools such as SIS roster syncing, practice sets for interactive assignments, originality reporting, Classroom add-ons, and other premium features.

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

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

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

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

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

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

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

The district will solicit feedback on candidate upgrade makes and models from faculty, curriculum directors, and peers in neighboring K-12 school districts to determine the most suitable choice for a complete district-wide fleet refresh. The district will also be collecting technical, pricing, and historical usage data (where possible) from vendors to determine the best fit for our present and future needs. These data will be compiled into an evaluation matrix that will be used in the ranking and selection of the upgrade make and model. Once procured and distributed, all faculty will receive training on how to integrate all new functionalities of the upgraded Chromebooks, licensing, and new extensions. Additional rounds of evaluations of staff and student use of new Chromebooks, licensing, and extensions will occur monthly through both self-reported surveying of faculty and deeper analysis of usage statistics. Targeted follow-up trainings will occur based on the collected data to support increased integration of all tools into regular instructional practices.

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	Evaluation	Surveying, testing, and evaluating candidate upgrade models for 1:1 Chromebooks for entire district fleet	Other (please identify in Column 5)	Director of Technology, Staff Developer, Faculty, Peer Recommendations	11/30/2022	0
Action Step 2	Purchasing	Stagger purchase of upgraded devices over a 3 year period based on the age of each grouped cohorts' current models	Director of Technology	N/A	06/30/2025	1105500
Action Step 3	Professional Development	Training for faculty and staff on new device capabilities, enhanced Google Workspace Licensing licensing, and supporting extensions	Other (please identify in Column 5)	Director of Technology, Staff Developer, BOCES Model Schools	06/30/2025	15000
Action Step 4	Evaluation	Monthly analysis of adopted usage of new Chromebooks, new extensions, and new Google Workspace functions to determine where additional training is required	Director of Technology	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 #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)

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

8. **Would you like to list a fourth goal?**

No

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

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

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

The use of technology in North Shore classrooms is always envisioned and provided with the intent of improving student achievement and outcomes with a commitment to equity of access for all learners. With this singular goal in mind, we strive to integrate technology into all aspects of teaching and learning. We also utilize the NIST framework to help inform our priorities and standards so that each student, teacher, and parent will always be equipped with a set of common and essential technology resources:

- A computer with multiple productivity and instructional software suites paired with an interactive flat panel in every classroom to help faculty work within their peer groups (both grade level and department) to standardize on the design and delivery of dynamic and interactive content in daily instruction
- A 1:1 student-assigned mobile device provided to every student and faculty member to equip our faculty and student with instant access to digital resources without the constraints of location (traditional labs and libraries) or time (learning outside of the school day through flipped classrooms)
- High-speed wireless access in every room throughout the entire District to provide both teacher and students with the ability to access data and interact with people using any computing device capable of internet connectivity
- A standardized LMS (Google Classroom) and set of collaborative tools (Google Workspace) to deliver and collect instructional content both synchronously and asynchronously and provide collaborative learning spaces for students and teachers, foster communication between peer groups, and provide feedback loops between classrooms
- Populations with diverse learning needs such as special education and ELL students will benefit from more effective differentiated instruction to accommodate diverse types of learning modalities through the use of assistive technology solutions such as Kurzweil, Proloquo2Go, Clicker 8, TextHelp, Read&Write, and various translation services embedded directly into our digital platforms
- Communication modalities including a parent/student portal that is regularly updated in real time, mass email and SMS notifications, building and department websites, and the careful use of social media will help to provide parents, guardians, and students with a conduit into the daily activities of student academic pursuits, as well as direct access to teachers as partners in educating our students

**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.**

Prior to COVID, the district was 1:1 for grades 5-12 with device recall in the summer months for elementary students. We are now a full 1:1 district-wide with no device recall during any extended breaks. WiFi is also now available on all district-issued devices with 802.11ax wireless access points present in all instructional and common spaces throughout all buildings. We have also provided and have committed to continue providing wireless hotspots for Internet access to the home of families that are underserved or have an unreliable internet service. The district is also in the process of completely migrating all student data and services to a cloud-based architecture which will allow students and faculty to access all coursework and related resources in whatever location that they may be. The district's use of technology actively supports both synchronous and asynchronous instruction and communications in remote and/or in-person settings and is fully assistive and translated into a students' desired home language wherever needed.

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

Students with disabilities are exposed to various technology based tools and applications for the purposes of not only enhancing their learning experiences, but to gain equal access to the general education curriculum. Our Life Skill students utilize a combination of both Chromebooks with specific extensions and iPads with specific apps for instruction focusing primarily on augmentative communication skills. With these tools and the use of specific extensions and apps such as Proloquo2Go, Clicker 8, TextHelp, Read&Write, and other similar applications, students learn how to support functional daily communication as well as for the purposes of building language and vocabulary skills across a myriad of settings (including the school and community). For our students with disabilities specific to the area of reading, the district has implemented Learning Ally, SpeakIt, and Book Share. These programs provide students with text to speech applications for required novels and textbooks. In addition to their read-back capabilities, they also allow teachers and students to increase font size and highlight single sentences and multiple passages. These applications are particularly effective for those students who may experience various types of visual impairments. The Kurzweil Program is being used primarily to support text to speech for classroom based assignments, exams, projects, web-page integration, and research/magazine articles. Both teachers and students have been trained on how to most effectively integrate Kurzweil in classroom instruction and various long and short-term assignments. Furthermore, this particular program supports students who exhibit deficits in executive functioning by providing visual-graphic outlines to support the organization of content, creating study guides, extrapolating critical information from complex readings, and building critical academic vocabulary.

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

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

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

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

Yes

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

In the 5 languages most commonly spoken in the district

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

(No Response)

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

- |                                                                                                             |                                                                                          |
|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Technology to support writers in the elementary classroom                          | <input type="checkbox"/> Multiple ways of assessing student learning through technology  |
| <input type="checkbox"/> Technology to support writers in the secondary classroom                           | <input checked="" type="checkbox"/> Electronic communication and collaboration           |
| <input type="checkbox"/> Research, writing and technology in a digital world                                | <input type="checkbox"/> Promotion of model digital citizenship and responsibility       |
| <input type="checkbox"/> Writing and technology workshop for teachers                                       | <input type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology             | <input type="checkbox"/> Web authoring tools                                             |
| <input type="checkbox"/> Writer's workshop in the Bilingual classroom                                       | <input type="checkbox"/> Helping students connect with the world                         |
| <input checked="" type="checkbox"/> Reading strategies for English Language Learners                        | <input checked="" 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 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 checked="" 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 type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment.                                                                                                                                                                                          | <input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.                                              | <input type="checkbox"/> Provide online mentoring programs.                                                                                                                                  |
| <input checked="" type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity                                                                     | <input checked="" type="checkbox"/> Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity.  | <input type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.                                         |
| <input checked="" type="checkbox"/> Create a survey to obtain information/about students' living situations./contact information./access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs. | <input checked="" type="checkbox"/> Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website.           | <input checked="" type="checkbox"/> Offer a technology/support hotline during flexible hours.                                                                                                |
| <input type="checkbox"/> Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions.                                                                 | <input type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for                                                                                | <input checked="" type="checkbox"/> Make sure technology/support is offered in multiple languages.                                                                                           |
| <input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.                                                                                                                                         | <input checked="" type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)./ | <input type="checkbox"/> Other (Please identify in Question 9a, below)                                                                                                                       |
| <input checked="" type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.                                                                         | <input checked="" type="checkbox"/> Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.    |                                                                                                                                                                                              |

**2022-2025 Instructional Technology Plan - 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	2.00
Instructional Support	2.00
Technical Support	10.00
<b>Totals:</b>	<b>14.00</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	Internet Connectivity	N/A	292,000	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	Network and Infrastructure	N/A	279,823	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 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)	Cybersecurity Auditing/NIST Gap Analysis/Remediation	83,625	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 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	End User Computing Devices	N/A	1,071,000	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 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 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>1,726,448</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://northshoreschools.org/it/docs/techplan.pdf>

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VII. Sharing Innovative Educational Technology Programs

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 Learning <input type="checkbox"/> Policy, Planning,

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VII. Sharing Innovative Educational Technology Programs

	Name of Contact Person	Title	Email Address	Innovative Programs
				<input type="checkbox"/> 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 Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital

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VII. Sharing Innovative Educational Technology Programs

	Name of Contact Person	Title	Email Address	Innovative Programs
				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 Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content

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VII. Sharing Innovative Educational Technology Programs

	Name of Contact Person	Title	Email Address	Innovative Programs
				<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 Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning

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VII. Sharing Innovative Educational Technology Programs

	Name of Contact Person	Title	Email Address	Innovative Programs
				<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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