2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 10/27/2021

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

Marybeth Robinette

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

Chief Information Officer

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Page Last Modified: 03/24/2022

1. What is the overall district mission?

"Recognizing the strengths of our District's traditions, its history of community support, the diversity of our population and our commitment to educational excellence, the mission of the Huntington Union Free School District is to educate students by effectively teaching an enriched body of knowledge through the active participation of all students, building upon their unique talents and abilities to produce creative, self-assured, responsible citizens who are capable of critical thought and action."

The above passage contains four main focuses pertaining to student achievement and their preparation for the future:

i. Teaching an enriched body of knowledge

ii. Active participation of all students

iii. Building unique talents and abilities

iv. Produce creative, self-assured, responsible citizens who are capable of critical thought and action.

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

The Technological Vision of the Huntington School District is to advance the academic achievement of all students by integrating technology into curriculum and instruction. People in the 21st century live in a technology and media-rich environment, with immediate access to an abundance of information. Rapid changes in technology tools and the ability to collaborate continue to advance at an unprecedented rate. For our students to be effective in the 21st century as active citizens and workers they must have the ability to exhibit a wide range of functional and critical thinking skills in the areas of information literacy, media literacy and communication literacy. Our vision is to meet these challenges by incorporating the new Computer Science and Digital Fluency Learning Standards into our curriculum and instruction with the intent that it will lead to less focus on technical skill sets, and more emphasis on core content delivery. The above goals of the mission statement can be achieved with the aid of technology by:

- focusing on 21st century skills, content knowledge and expertise, including digital literacy and digital citizenship
- utilizing multimedia to accompany core content lesson material
- introducing technological accessories that aid in addressing all learning styles as to differentiate instruction
- allowing those with "digital native talents and skill sets" to express their knowledge and abilities and to share with others
- providing teachers with real time student data to analyze trends and adjust curriculum accordingly
- communicating with parents and community via the District Web Page, Parent Portal, ParentSquare, eboards, and social media
- providing students with an ability to self-assess and reflect on their own growth
- alignment to Next Generation ELA and math standards and to review a possible transition to on-line testing in ELA and math.
- subscribe to on-line textbooks
- resources to support students in dual language classes

By integrating technology into curriculum and instruction, we will be aiding in the goal of creating independent citizens that are not only capable of critical thought and action, but also future workers that will be able to easily assimilate into the global market.

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.

Starting in the fall of 2021, meetings were held with tech mentors (teachers who work with other teachers in addition to their teaching responsibilities) to begin the planning process for technology in the district. Two meetings were held between September and December. In January 2022, other stakeholders were invited to meetings held in February and March to make suggestions, give feedback and set the course for the district's technology plan for the next 3 years. A total of 4 meetings were held in this time period. Stakeholders include central office administrators, building administrators, teachers at all levels, district technicians, high school students and parents. Virtual meetings were held and the tech plan was developed and reviewed in sections by participants working in Breakout Rooms. At the end of each meeting, the small groups shared their thoughts and findings with the whole group.

Page Last Modified: 03/24/2022

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

In reviewing our previous technology plan, we have accomplished many of the goals, but not all. Our student device ratio and school infrastructure goals have all been achieved. Every student has a device, every classroom has Wi-Fi access and webcams to facilitate hybrid learning. Students are able to get Wi-Fi at home through the school district if their families do not have access.

The advent of the pandemic and the need to use technology on a daily basis as a necessity rather than a luxury has increased its use tenfold. The teacher training and support staff that were in place based on our prior plan, helped Huntington teachers provide remote lessons to students as soon as the pandemic began. Additionally, our tech mentors and administrative teams were able to provide professional development to teachers remotely during this time to support this huge shift in education. Google Meet and Zoom were new to us and we all learned to use it together. All teachers who needed a device were able to get one, and all students had devices. We also were able to purchase software to allow teachers to pivot to remote instruction with many of the same materials that they had used when teaching in-person. Software such as Kami and Screencastify allowed students and teachers to show their thinking in realtime. Google Classroom, GoGuardian, and Clever also proved to be extremely important to help with remote learning and staff had been introduced to these applications prior to the pandemic. During the pandemic, it became time to explore and use them with more depth. Our tech mentors and tech staff aided teachers and administrators in learning to use all these products.

Some things that we did not accomplish include training teachers regarding the SAMR framework (Substitution, Augmentation, Modification and Redefinition) and having teachers create SAMR projects at each elementary grade level. We would like to implement this training and project creation. We also implemented Digital Portfolios in grades 4 through 12, but have not decided if we will continue them in all grade levels. It was a large undertaking and implementation across so many grade levels was challenging. We are reviewing and may be changing its implementation. Going forward, we plan to focus on digital projects in each grade level instead.

Our new plan continues and builds on the goals of the previous plan and is now more focused on using technology to enhance learning and not just as a substitution for in-person activities. It includes implementing the Computer Science and Digital Literacy Standards along with professional development in these standards for teachers. Additionally, now that devices and software are part of everyday instruction, the district is currently planning on how to maintain these products as part of our regular fiscal budget, to make sure that teachers and students always have access to the best hardware, software and infrastructure to meet the needs of our community. With the addition of all this hardware and software, it is equally important to maintain data integrity and to ensure that the district has in place all of the important safety features to prevent data breaches and cyber attacks.

We plan to keep the same goals as we had in the previous plan as they continue to be applicable. The action steps will be different to take into account the changes recommended by the committee.

When we met as a committtee, we broke into groups to discuss the strengths and weaknesses based on the implementation of the previous plan. The committee agreed that our devices, infrastructure, and Wi-Fi capabilies are all areas of strength. The professional development and the implementation of tech mentors to assist teachers in technology use has also been an area of success, but continues to be an area of need, as there is always new technology to implement, and ways to improve its use within the classroom. Additionally, there are still staff who struggle to implement technology effectively who need professional development in the basics. The students and parents on the committee made suggestions regarding curriculum sequencing and the implementation of districtwide assessment software. The implementation of the new Computer Science and Digital Fluency Standards, along with the introduction of new coursework in the secondary grades are included in the goals for the current plan.

Page Last Modified: 03/24/2022

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

Prior to the COVID pandemic, the district had devices for all students. In addition, students in grades K-5 were provded with devices via classroom sets. Right before the pandemic (early March of 2020), the dstirct distributed those devices to students in grades 3-5 in preparation for possible school closures. Students in grades K-2 received their classroom devices for use at home during the first few weeks of the pandemic. All other grades had 1 to 1 devices prior to the pandemic. The dstrict received new devices during the summer of 2020, and those devices replaced the classroom sets in our four K-3 buildings.

During the pandemic, teachers had to pivot to remote instruction. Previous professional development, 1 to 1 device management for teachers and students, and the purchase of specialized software for many subjects made it possible for teachers to provide instruction within the first days of everyone being at home. More professional development was needed which was provided by administrative staff, tech mentors and our local BOCES. There was a learning curve, though with perseverence, Huntington teachers were able to reach most of our students. We relied heavily on GoGuardian, Google Classroom, Google Meet, Screencastify, Kami and many other applications in those early days.

Currently, students in grades K-3 have devices that remain at home and have classroom sets for use in school. This prevents the need for younger students to carry devices back and forth. Starting in grade 4, all other students have 1 to 1 devices with cases that they use at home and in school. We purchased extended warrantees and accidental damage coverage to assist with any repair costs. Our current device replacement plan has changed. Now, students receive a new device in grade 4 (previously grade 6) and keep it through grade 8. Students in grade 9 receive a new device and keep it through grade 12. Devices returned from students that are not end of life are collected and used as replacement devices as the need arises.

Students who do not have Wi-Fi at home are provided with Wi-Fi by the district through Optimum or via mobile hotspot devices. This was started during the pandemic as a free service, and is now continued and paid for by the district.

This year, teachers at the secondary level include quarantined students in lessons by running a Google Meet and sharing their lessons live with students at home. Students at the elementary level who are quarantined are taught by teachers whose only job is to teach virtually.

The district has been a technologically rich district for many years. In the years before the pandemic we added devices so that all students in grades K-5 had classroom sets and students in grades 6-12 were given 1 to 1 devices. Having such a wide range of economic disparity, our philosophy has been to provide devices and software to all students, so no student would be disadvantaged by not having access to technology. All classrooms had access to Wi-Fi and the district's infrastructure was upgraded to support all of these users. During the pandemic, the district expanded that practice to include access to Wi-Fi for all our students if needed. This practice is seen as a necessity and is continuing.

The pandemic made all teachers, students and administrators embrace technology as a daily occurrence. Now that the pandemic is waning, technology is still an important part of the school experience, however Huntington administration would like teachers to be thoughtful about when and how to use technology as part of the educational experience. It is importatnt to use technology to enhance lessons and not just as a substitue for a paper and pencil experience.

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.

Huntington UFSD has many options in place to provide professional development to educators and administrators. We have a consultant who works with staff in each building several times a year to work on topics designated by administration and on topics requested by teachers. We have Technology Mentors in each school (and in our larger schools, two or more). They are paid to work with teachers before school, after, school or during lunch periods to assist them one on one or to provide professional development to groups of teachers as requested by administrators or the teachers themselves. By using staff members that teachers know and trust and allowing the support to be provided as requested and individualized, we are able to meet the needs of teachers and to meet them where they are. Additionally, we have a Director of STEM who also works with teachers to enhance the knowledge of technology and will provide professional development on the implementation of the Computer Science and Digital Fluency Standards.

At the end of each school year, a survey is sent to staff to gather information regarding their professional development needs. All professional development courses are have an evaluation component, so assist in determining the success of the course and gather information regarding subsequent needs.

In the future, we plan to continue with the consultant and technology mentors. We want to provide SAMR training as well as other training to teachers, so we can move the use of technology from substitution to more robust goals.

We are exploring options such as Tech Tuesdays to support students after school, and offering parent technology training workshops.

Page Last Modified: 03/24/2022

Page Last Modified: 01/11/2022

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:
   Significantly

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

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Page Last Modified: 05/17/2022

1. Enter Goal 1 below:

To integrate the use of technology into all aspects of curriculum, instruction and administration, so that its use extends opportunities and potential for all students, staff and community. This will include providing instruction to meet the new New York State Computer Science and Digital Fluency Standards.

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

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

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

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

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

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

Page Last Modified: 05/17/2022

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

One goal includes creating a SAMR project in grades 2 through 6. By the end of the 3 years, there will be 1 project per grade level in grades 2 through 6 (a project in each grade is equivalent to 100% completion).

Additionally, teachers and librarians in grades K-6 will create a detailed curriculum map of how the Computer Science and Digital Literacy Standards will be implemented in each grade. The documents will include activities, subjects and projects that will meet standards. When 80% of the standards have items associated with them, the goal will have been met. These shared documents/sheets will be created and analyzed annually. Administrators and teachers on each grade level will review the curriculum map to ensure it is meeting the needs of students and staff, as well as meeting the standards. These will be living documents that will undergo changes as needed.

District administrators and teachers will review student local and state assessment data to identify areas of strengths and weaknesses twice a year. After data is analyzed, plans to address any areas of need will be created. This goal will be met if 80% of teachers meet with their direct supervisors (principals and/or curriculum supervisors) to review data.

Students in World Languages will continue to create Digital Portfolios and will use them to attain the Seal of Biliteracy. Having students obtain the Seal of Biliteracy annually will be an indicator of the completion of Action Step 1. This goal will be met if 80% or students in World Languages have a Digital Portfolio.

Professional development courses to support technology will be offered and attendance and evaluations will be reviewed to evaluate the success of Action Step 2. The district offers professional development in many areas. District professional development offerings will be analyzed and the goal is to have at least 15% of courses geared toward instructional technology and/or computer science standards.

The creation of new Computer Science courses at the middle and high school levels will be an indicator of the completion of Action Step 5.

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	Implementation	Continue Implementing the creation of World Language Digital Portfolios, giving all students the opportunity to personalize learning and demonstrate their growth over time. These portfolios will showcase students' best work in the world languages. It will expand each year, so growth over time will be apparent.	Curriculum and Instruction Leader	ENL Teachers, Guidance Counselors, Director for World Languages, Building Principals, Library Media Specialists	06/30/2025	NA
Action Step 2	Professional Developme	Provide professional development for	Other (please	Technology Specialists and Tech	06/30/2025	$66,000

Page Last Modified: 05/17/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	nt	integrating technology into the curriculum.	identify in Column 5)	Mentors		
Action Step 3	Collaboration	Teachers in grades 2-6 will will collaborate to develop a grade level SAMR project that aligns with a curriculum topic.	Other (please identify in Column 5)	Grade level teacher collaboration	06/30/2025	$8000
Action Step 4	Collaboration	Librarians and other content area teachers will instruct students in the new CS Standards such as digital literacy, digital citizenship, and computational thinking which includes coding using Commonsense Media, Nearpod lessons, Code.org, Classkick, edpuzzle, and other applications.	Library Media Specialist	Classroom Teachers and Special Area Teachers	06/30/2025	NA

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	Implementation	Development and implementation of a variety of Computer Science based electives at the secondary level as well as the implementation of a required course of study in Computer Science for all students.	Curriculum and Instruction Leader	Teachers, Directors, and School Administrators	06/30/2025	$600,000
Action Step 6	Implementation	Develop and implement the new	Curriculum and	Teachers and instructional	06/30/2025	$10,100

Page Last Modified: 05/17/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		Computer Science and Digital Fluency Standards document to include activities in each grade band to address the standards.	Instruction Leader	technology administrators		
Action Step 7	Evaluation	At the end of each school year, these steps will be reviewed to ensure the district is on track for accomplishing Goal 1.	Other (please identify in Column 5)	Instructional technology specialists, along with a committee of stakeholders.	06/30/2025	NA
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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Page Last Modified: 05/17/2022

1. Enter Goal 2 below:

To provide technology professional development for all teaching and administrative staff to support the effective use of technology to improve student learning. This includes using technology to enhance learning in all curriculum areas, cloud based computing, internet safety, data privacy, digital citizenship and digital literacy.

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

Page Last Modified: 05/17/2022

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

- Data collected will include surveys, My Learning Plan (MLP) evaluations, software analytics and usage reports from implemented technology, district technology mentors logs, and administrative observations. Student/parent feedback will also be collected and analyzed. Benchmarks include goals set in the Technology Plan, Computer Science and Digital Fluency Standards document of activities creation, and professional development needs assessments.
- Evidence collected will be analyzed by technology and curriculum committees, as well as by the technology mentors. The data will be used to set goals and benchmarks. Goals will be reviewed annually to see if they have been met, and if they have not, what factors played a role. Action steps will be developed based on the data analyzed to ensure goals are achieved.
- Pre and post data will be collected and reviewed to determine if goals have been met. Data includes surveys, anecdotal data, student usage reports, and comparison of year to year data.A yearly suvey will be sent to teachers and reviewed. Professional development courses or in-school staff development will be offered for the top 5 areas of need. This goal will be completed if the survey and courses are done yearly (100%).

A yearly suvey will be sent to teachers and reviewed. Professional development courses or in-school staff development will be offered for the top 5 areas of need. This goal will be completed if the survey and courses are done yearly (100%).

Each school and/or department will devote one meeting a year to technology integration. This goal will be met if 80% of the schools or departments hold a meeting.

Each school will identify teacher leaders in the area of technology as follows: at least 1 teacher for each primary school and intermediate school, at least 2 teachers at our middle school and at least 3 teachers at our high school. These teachers will meet 4 times per year to share ideas and for training. This goal is met when 100% of our schools have teacher leaders. They in turn will offer support and/or professional development to other teachers as needed.

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	Research	Identify staff development needs using surveys to support further integration of technology in classrooms.	Assistant Superintendent	STEM and Instructional Technology Staff	06/30/2025	NA
Action Step 2	Professional Development	Offer professional development courses afterschool and during school to support technology integration aligned with the District's Professional Development Plan, emphasizing differentiated instruction, and the	Assistant Superintendent	District Administrators	06/30/2025	$15,000

Page Last Modified: 05/17/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		use of technology and data to improve instruction.				
Action Step 3	Professional Development	Recommend that at least one staff/department meeting in each building be set aside for technology integration.	Assistant Superintendent	Building administrators and curriculum specialists	06/30/2025	NA
Action Step 4	Collaboration	Create a team of teacher leaders for assisting with technology integration, professional development, and evaluation.	Director of Technology	Technology Mentors; teacher leaders	06/30/2025	$42,000

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	Evaluation	Yearly review of the technology professional development opportunities to ensure all areas of need are being addressed, for teacher participation and teacher feedback.	Assistant Superintendent	Building and district administrators, Teacher Center, Parent Groups Teacher Union	06/30/2025	NA
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 Respo	(No Response)

Page Last Modified: 05/17/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
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Page Last Modified: 06/02/2022

1. Enter Goal 3 below:

To have a clear set of technology goals that are funded and evaluated on a yearly basis and to integrate voice, video and data networks capable of providing secure communications among administrators, teachers, students, support personnel and the community. Funding and evaluations should include infrastructure, devices, hardware and software to ensure it is meeting the needs of students and staff.

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.

Huntington Union Free School District will use Axio 365 to measure compliance with the NIST CyberSecurity Framework. Additionally, the district is compiling documents on an administrative shared drive to support our compliance with NIST. The creation of these documents and working through Axio 365 will be indicators that we are meeting our goals. The district will review and update 100% of these goals annually.
The use of communication tools such as the eSchool Parent Portal, the eSchool Student Portal, Parent Square and others, can be quantified and measured. The use of these tools will be evaluated anually to ensure that all Huntington stakeholders are included in communications. The district will work to ensure that 95% of our families are reachable using our communication tools.
The district Technology Committee will meet at least three times annually to review technology needs. Holding these meetings will be an indicator of this goal being met (3 meetings is equivalent to 100%).

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.

Page Last Modified: 06/02/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Communications	Maintain and update the district website in order to publish important and necessary school information to students, parents, community and staff.	Other (please identify in Column 5)	District Webmaster	06/30/2025	$450,000
Action Step 2	Infrastructure	Review and upgrade our servers and network environment so all function effectively and cost efficiently.	Other (please identify in Column 5)	Network Administrator	06/30/2025	$2,900,000
Action Step 3	Budgeting	Plan for the purchase of instructional software and devices such as chromebooks, smartboards, document cameras and others to support students and teachers.	Director of Technology	Technology Committee	06/30/2025	$1,700.000
Action Step 4	Communications	Communicate with members of our community and school families using new and efficient communications software.	Superintendent	District Administrative Council	06/30/2025	$186,260

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	Budgeting	Work with administration yearly to develop a sustainable budget to meet the technology	Business Official	Network Administrator, IT Professionals	06/30/2025	8,200,000

Page Last Modified: 06/02/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		needs of the district as set forth by the technology committee.				
Action Step 6	Cybersecurity	Work with BOCES to review the NIST Cybersecurity Framework and to work towards meeting all targets.	Other (please identify in Column 5)	Network Administrator, IT Professionals	06/30/2025	$74,000
Action Step 7	Evaluation	Work with the technology team to annually review the progress towards meeting this goal.	Other (please identify in Column 5)	Network Administrator, IT Professionals, Instructional Technology Leadership	06/30/2025	NA
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.

Page Last Modified: 05/02/2022

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

Our district has purchased software to assist teachers in providing rigorous academic instruction and to enable students to personalize their learning by using various tools that interest them and support their academic needs.

- To support asynchronous instruction, teachers create and post their own videos (using Screencastify or other programs for flipped classrooom instruction) for students to use to support instruction. Teachers also research videos that others have created to support student understanding. Students can watch the videos, pause and rewind to support their own needs. All district-adopted curriculum offers video components to support online instruction, for example, Eureka Math, TCI/OMI and Journeys.
- To support math instruction, teachers use various software applications to assist students in meeting the standards. Software includes ST Math, IXL Math, Delta Math, Zearn, First In Math, Greg Tang Math Games, and many others. Teachers and students use and/or create math activities such as 3 Act Math Tasks, Esti-mysteries, Open Middle problems, and WODB (Which One Doesn't Belong). Teachers and students use calculator software in the secondary grades to model functions and perform calculations (TI 84).
- Science instruction uses Gizmos, ScienceFlix, Ed Puzzle, Owl, Distance Learning, Nearpod, Brainpop, and Discovery Education.
- ELA and Social Studies instructions uses Newsela, BookFlix, Flocabulary, Learning A to Z, OHM Social Studies, Discovery Education, and Nearpod.
- Student textbooks are available electronically.
- Through the use of Google Classroom and Kami software, students have access to text to speech and speech to text to provide increased support for comprehension of written or verbal language.
- Students use Flipgrid, Screencastify, Buncee, coding, video and other software to demonstrate knowledge and skill in a personalized way.
- Learning software that incorporates interactive and adaptive games are provided to meet students where they are instructionally.
- Research based programs provide enrichment, as well as interventions,such as Read 180, Successmaker, BookFlix, ScienceFlix, Razzkids, Newsela, Flocabulary, BrainPOP Coding, Discovery Education, and Buncee are provided to students to support their learning, meet their needs (text to speech, Spanish Language translations, Reading level adjustments) and engage them in content.
- HUFSD conducts ongoing review of diagnostic software that will address potential learning gaps.
- Many software tools provide content in Spanish as well as English to meet the needs of our English Language Learners.

Communication: When families and students have the ability to communicate with school staff, there is an increase in student performance.

- Our Student Management System has Parent and Student Portals for communication with students and their families.
- ParentSquare has also been implemented to increase communication. This tool translates information into a family's dominant language automatically and supports two-way communication. Staff and families can message each other through the app, as well as viewing posts such as newsletters and other announcements. Electronic forms can be shared and filled in.
- Teachers use eboards, and electronic gradebooks to provide information to students and families anywhere/anytime. These eboards contain assignments, helpful websites, instructions, links to games to support instruction, and links to videos to support instruction. Teachers and administrators also use Talking Points, ParentSquare and Remind applications to communicate in English and Spanish.
- Our district has community liaisons who work with parents and support our non-English speaking families, assisting them with accessing the Parent Portal, eboards and the district website. Family members work one on one with liaisons using district computers to set up access to communication tools.

Student Portfolios and Digital Projects: Digital projects allow students to demonstrate their learning in ways that are meaningful and personal to them.

- Students in our World Language classes have developed Digital Portfolios to present their learning of a new language and to make them eligible for the Seal of Bi-literacy. The Digital Portfolios are successful in showcasing student learning and understanding.
- Students in all grades use software tools to create digital projects to show their learning in a personalized way. These digital projects show student growth over time. Students can record themselves reading, solving problems, completing assignments, or completing a coding project. Students can record themselves playing an instrument, or participating in a sport that interests them. Art students can capture their work digitally, enabling them to save it and see their improvement over time.

Our district has purchased Chromebooks for students in all grades to use at home and in school. The district has the infrastructure to support all these devices to connect to Wi-Fi during the school day. Additionally, the school provides Wi-Fi for students who do not have access to Wi-Fi at home. We also have software (GoGuardian) to assist administrators in monitoring student activities when on electronic devices.

Page Last Modified: 05/02/2022

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.

Huntington UFSD provides all students with 1 to 1 devices. Additionally, students in grades K-3 have devices in their classrooms as well. Students in other grades have access to loaner devices (or chargers) to use as needed, for example, when a device is not charged or forgotten at home. Student classrooms all have Wi-Fi, LED smartboards, and web cameras to enable students to learn everywhere. Most classrooms have document cameras to facilitate learning as well, with additional devices purchased as the need arises. Huntington provides Wi-Fi access for students who do not have internet at home.

The district has upgraded our infrastructure to support all of the devices that have been added over the years. The district technology team reviews and assesses the need for updates. A five-year plan exists for replacement of technology such as Chromebooks, Networking Equipment Server Infrastructure, and other software or services to mitigate any computer issues that make us vulnerable to cyber-attacks and/or hacking. These plans are updated annually to extend by a year.

The district has collaborated with LICN which provides HUFSD technology support and as well as a Network Operations Center to provide real time alert notifications of the district infrastructure.

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.

Technology is infused into specialized instructional support services and differentiated instruction for students with disabilities in integrated co-taught, special class and related service settings in a multitude of ways specifically through the use of assistive technology, computer software, tablets and communication devices. Ultimately, the purpose of utilizing technology for students with disabilities is to enable children to access, participate and progress in the general education curriculum and to achieve individualized, targeted IEP goals. Teachers and students are provided access to computer based programs such as Reading A-Z, System 44 and Read 180 computer based reading programs. Implementation of these programs enables students and teachers to track individual data while the software adapts with increasing complexity as children progress and achieve goals. Students are provided with iPads for academic, behavioral and communication purposes such as applications to practice math facts, reading fluency and as rewards specified in individual behavior plans. Students who are non-verbal are taught to utilize the iPad with Proloquo as a communication device. Students who present with learning disabilities related to written expression may use speech to text programs and other assistive technology devices to teach/support this domain. Access to IiPads, word processing programs, computers and Chromebooks enables students with motor needs to generate written responses without pencil and paper tasks. Students who are alternately assessed, utilize computer based testing to meet NYSAA requirements. Lastly, teachers utilize computer based programs to generate visual cues, individual schedules, modify activities and create specific charts, checklists or materials to supplement the general curriculum for students with disabilities.

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)

Page Last Modified: 05/02/2022

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.

- ☑ Technology to support writers in the elementary classroom
- ☑ Technology to support writers in the secondary classroom
- ☑ Research, writing and technology in a digital world
- ☐ Enhancing children's vocabulary development with technology
- ☑ Reading strategies through technology for students with disabilities
- ☐ Choosing assistive technology for instructional purposes in the special education classroom
- ☑ Using technology to differentiate instruction in the special education classroom
- ☑ Using technology as a way for students with disabilities to demonstrate their knowledge and skills
- ☑ Multiple ways of assessing student learning through technology
- ☑ Electronic communication and collaboration
- ☑ Promotion of model digital citizenship and responsibility
- ☑ Integrating technology and curriculum across core content areas
- ☐ Helping students with disabilities to connect with the world
- ☐ 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)

Page Last Modified: 05/02/2022

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.

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

Page Last Modified: 05/02/2022

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

- ☑ McKinney-Vento information is prominently located on individual school websites, as well as the district website.
- ☐ If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.
- ☐ Offer/phone/enrollment as an alternative to/in-person/enrollment.
- ☐ Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity
- ☑ 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.
- ☐ 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.
- ☐ Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.
- ☑ Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.
- ☑ Provide students a way to protect and charge any devices they are provided/with/by the district.
- ☑ Replace devices that are damaged or stolen/as needed.
- ☐ Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.
- ☐ 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.
- ☐ 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.
- ☑ Class lesson plans, materials, and assignment instructions are available to students and families for
- ☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ 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.
- ☐ 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.
- ☐ Adjust assignments/to be completed successfully using/only/the/resources students have available./
- ☐ Provide online mentoring programs.
- ☐ Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.
- ☐ Offer a technology/support hotline during flexible hours.
- ☐ Make sure technology/support is offered in multiple languages.
- ☐ Other (Please identify in Question 9a, below)

Page Last Modified: 05/02/2022

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

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

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Page Last Modified: 06/02/2022

1. Staff Plan

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.40
Instructional Support	0.30
Technical Support	6.00
Totals:	**7.70**

2. Investment Plan

Provide a three-year investment plan to support the vision and goals. All costs must be calculated for the entire three year-period, not annualized. For example, if a cost occurs annually, the estimated cost should include the annual cost times three.

Provide a three-year investment plan to support the vision in Section II and goals in Section IV.

A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question. All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	Instructional and Administrative Software	NA	2,700,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	NA
2	Network and Infrastructure	NA	2,900,000	Both	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public	NA

Page Last Modified: 06/02/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Bond ☑ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	End User Computing Devices	NA	1,726,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☑ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	NA
4	Staffing	NA	908,000	Both	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid	NA

Page Last Modified: 06/02/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
Totals:			**8,234,000**			

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

Yes

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

https://www.hufsd.edu/resources/it.html

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Page Last Modified: 03/25/2022

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

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

Page Last Modified: 03/25/2022

	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning ☐ Policy, Planning, and Leadership ☐ Professional Development / Professional Learning ☐ Special Education Instruction and Learning with Technology ☐ Technology Support ☐ Other Topic A ☐ Other Topic B ☐ 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)	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and

Page Last Modified: 03/25/2022

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

Page Last Modified: 03/25/2022

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

Page Last Modified: 03/25/2022

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

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