

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 03/23/2022

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

Michael Shimmel

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

Chief Information Officer

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

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1. What is the overall district mission?

The mission of the Sherman Central School District is to serve a wider community in the future. Through collaboration and cooperation among students, teachers, staff and community, our students can make a positive difference in the world.

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

The vision of the Sherman Central School is charged with the responsibility of preparing students who will live and work in a community. As we envision their place in an ever-changing world, it becomes important to consider how the educational system must adjust and change to prepare them for it. We must equip our students with the tools necessary to become: Life-long learners with a broad knowledge base which enables them to be flexible and gives them the ability to be productive in a dynamic and technological society; tolerant and understanding of social and cultural differences while maintaining individual identity; aware of international interdependence and able to meet the challenges of a global economy; confident, self-assured, responsible citizens with a sound sense of well being; effective communicators able to participate in a free and democratic society. Our broad district technology goals include: To provide quality, ongoing professional development in the area of technology to staff, students, parents, and community members To build a comprehension K-12 technology curriculum to meet all students' needs. To use technology to support district communication and connections with all stakeholders

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 administrative team meets monthly to discuss the Instructional Technology Plan and make recommendations for the committee members in order to include a well-rounded committee. The following stakeholder groups are represented: Administration, Teaching Staff PreK-12, Technology Staff, Special Education Staff PreK-12, Parents, and clerical staff. In addition to the committee, the district utilized and will continue to utilize ThoughtExchange to gather information from community members, staff, students grade 6-12. The technology committee met bi-monthly to assess the previous technology plan. The first meeting was March 2nd and the last meeting was held May 16th. The committee was broken down into 3 groups to look over goals and provide their feedback. The groups came together and reviewed their feedback, highlighting areas of strength and goals (steps) not met. From there, the committee composed 4 areas for the updated plan to focus on that would meet the needs of all stakeholders: Goal 1: Technology Responsibility & integration; Goal 2: Technology Readiness; Goal 3: School Community Connections; Goal 4: Curriculum. Once we identified the 4 goals we create timelines, objectives, and selected was to measure each goal.

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

The planning process for technology in the Sherman School District occurs year-round on a monthly basis. Consequently, the goals and objectives of the plans are contiguous with previous plans. However, the regularly repeating meetings also provide the flexibility to adapt to changes. This is evident in the district's pivot to emphasize remote instruction in light of COVID implications. The committee reviewed the previous technology plan to identify areas in which the district achieved its goals and areas that still need to be addressed. Thought Exchange was also used to pull in all stakeholders (parents, community members, staff, and students) to gather their input on technology and communication. Through small group activities the committee identified 4 goal areas for the district to address: Goal 1: Technology Responsibility & Integration; Goal 2: Technology Readiness,; Goal 3: School Community Connections; Goal 4: Curriculum. Goals 1 and Goal 2 are continuous from the previous technology plan. All stakeholders feel that while we are a 1:1 school with ipads, we need to see that our students stay connected and receive up-to-date technology experiences. Our teachers also need continuous professional development to support their teaching and learning new technology tools as they are developed.

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

During the COVID pandemic we learned quickly that our district needed to develop asynchronous and hybrid learning models for our staff and students. We already had 1:1 Ipad for all students, but not all students were taking the devices home when the school shutdown began. We quickly learned that we needed to create plans for students to bring devices and chargers to and from school daily. Google classrooms were developed by all classroom teachers to provide a universal learning platform for all students in PreK-12 grade. Communication was a huge focus during the Covid years. We have relied on our website and other social media sites to provide updates to all stakeholders. We added a BOCES employee to assist and capture highlights in and out of the school building as visitors were limited. To increase our ability to communicate with families more often, the district will be purchasing Remind as an online method of communications to our families. We surveyed families and have a number that do not have a reliable internet. To assist these families, we offered hotspots for families and continue to offer these hotspots for families to provide for better connectivity with the school. Finally, through this whole experience we have noted that our district needs to create a digital curriculum that meets all students needs PreK-12 grade. While Ipad have been a great resource for students, the district would like to make sure our students are prepared for their next endeavors whether they be college or career. Students 3-12 grade and teachers will be receiving chromebooks devices during the 2022-23 school year. Professional development as well as student and parent training will be planned to support all stakeholders through this platform transition.

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.

Sherman School District provides personalized professional development opportunities for staff. Staff participate in many professional development opportunities provided by Erie 1 and Erie 2 BOCES. Teachers are encouraged to join the BOCES forums. In the summer of 2022, technology days will be set up for teachers to access learning. The district's professional development plan is being rewritten and much of the focus will be on teacher readiness in the area of technology.

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

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

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

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Sherman will empower students to be productive, self-directed, and creative problem solvers through the use of technology tools and resources that support purposeful, responsible, equitable access for all students to learning opportunities and resources.

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

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

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

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

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

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

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

To measure if Sherman students are productive, self-directed, and creative problem solvers through the use of technology tools and resources that support purposeful, responsible, equitable access for all students the district will begin by asking students what they need and want. A ThoughtExchange will be created to gather feedback from all of the district stakeholders to help determine how to better prepare our students for college and career. After reviewing the ThoughtExchange a team will review curriculum, programs, extra curricular ideas in order for the district to begin exploring options for all students. Students enrollment in programs and classes each year will be a tool used to evaluate if students are interested in technology readiness.

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	Research	Use ThoughtExchange	Building	Director of Technology	09/30/2	0

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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
		to gather what courses, activities, challenges that students are inquiring.	Principal		022	
Action Step 2	Budgeting	Reviewing curriculums (Code.org, Project Lead the Way) and more that students will need to advance students to be productive, self-directed, and creative problem solvers through the use of technology tools and resources that support purposeful, responsible, equitable access for all students to learning opportunities and resources.	Building Principal	Director of Special and Grants	01/30/2023	8,000
Action Step 3	Professional Development	Provide professional development trainings to all grade level teachers.	Building Principal	Curriculum and Instructional Leader	09/05/2023	2,000
Action Step 4	Curriculum	Implement new curriculum to expand student opportunities..	Building Principal	Curriculum and Instructional Leader	09/05/2023	0

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						

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

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IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

Sherman will continue enhancing and expanding the individual learning plans through the 1:1 device initiative with an updated focus on assistive technology while preparing students for college and career readiness.

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

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

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

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

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

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

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

Empower educators to effectively integrate technology to support curriculum and instruction and provide accessible learning opportunities for all students. Action Step 1 - Increase teacher's quality and use of technology as a tool to improve learning, interact successfully in a 21st century skill environment and to achieve their personal, education, and workplace goals. (Professional Development) The district will review stakeholders participation in professional development opportunities. Action Step 2 - Provide assistive technology screening/assessment of a child with a disability in the child's customary environment. Acquire appropriate and required assistive technology devices or equipment for students with disabilities. Customize, adapt, apply, repair or replace assistive technology devices. Coordinate and use other 2022-2024 Technology goals, interventions or services in conjunction with assistive technology. Provide training and technical assistance for students with disabilities, professionals, staff, teachers and family members.(Implementation). Quaterly reviews will be gathered where staff will be able to evaluate the needs of students. *Data will be collected through screenings to indicate what the child/ren need to be successful in their learning environment. *District will contract with UB to send students to their assistive technology department to see what computer devices, equipment would best meet students needs. Action Step 3 - To implement processes to allow for ongoing professional development and receive stakeholder feedback. (Collaboration) Assistive technology programs will be purchased and placed on all student devices. We will be providing students and teachers training on how to use (i.e. Read/Write). We will assess the level of understanding of the new technology and how it is being used through a quarterly survey. The district professional development plan is reviewed and revised yearly. Teachers complete forms at the end of each school year indicated what they still need training on. The district will use the feedback to create additional workshops for teachers. 80% of teachers will be fluent with using and assisting students with assistive technology devices by the end of the 2022-23 school year. There will be a growth of 10% each year with a score of 100% of all teachers being trained and proficient with assistive technology devices that the students use.

6. List the action steps that correspond to Goal #2 from your answer to Question 1, above. All cells in the table must

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IV. Action Plan - Goal 2

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be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Professional Development	Increase teacher's quality and use of technology as a tool to improve learning, interact successfully in a 21st century skill environment and to achieve their personal, education, and workplace goals.	Curriculum and Instruction Leader	Director of Technology	06/30/2023	5000
Action Step 2	Implementation	Provide training and technical assistance for students with disabilities, professionals, staff, teachers and family members.	Curriculum and Instruction Leader	Director of Technology	09/05/2023	0
Action Step 3	Collaboration	To implement processes to allow for ongoing professional development and receive stakeholder feedback.	Classroom Teacher	Director of Special Education	06/28/2024	0
Action Step 4	Communications	Communicating quarterly with all stakeholders.	Building Principal	Director of Special Education	06/30/2025	0

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

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

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 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:

Sherman will increase the effective use of digital environments to communicate and collaborate with the Sherman school community.

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

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

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

- 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.

Using ThoughtExchange, the district will gather input communication from all stakeholders. The technology committee will review the exchange to determine key areas of communication in which the district needs to focus on (i.e. web base communication, phone systems, school messenger programs, etc.). Training and a districtwide implementation will be pushed out to all key stakeholders. The district will implement 3 forms of communication contact with parents (school messenger, remind, and website). In the first year, 80% of the parent will connect with one or both messenger applications. The parent participation will increase to 100% by year 2 of the implementation of communication.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Through surveys, thought-exchanges, the district will gather information to	Superintendent	Principal	12/30/2022	2000

2022-2025 Instructional Technology Plan - 2021

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
		determine areas of need for communication by the district				
Action Step 2	Collaboration	The technology committee will review information received through surveys and other various methods and determine key communication needs	Director of Technology	Grade Level Teachers	01/03/2023	1000
Action Step 3	Implementation	The district will review programs to assist with developing better means of communication and create a roll out plan for the staff, students, and community	Curriculum and Instruction Leader	Grade Level Teachers	09/04/2023	1000
Action Step 4	Evaluation	The technology committee will come together yearly to review the selected programs and assess their successfulness.	Superintendent	Grade Level Teachers	06/26/2025	2000

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

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

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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
	Response)		Response)		Response)	

8. Would you like to list a fourth goal?

Yes

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

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1. Enter Goal 4 below:

Sherman will teach K-12 computer science and digital fluency standards, utilizing a developed curriculum map that will include the five concept areas: Impacts of Computing, Computational Thinking, Networks and Systems Design, Cybersecurity, and Digital Literacy.

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

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

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

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

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

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

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

Grade bans will work together to create a vertical and horizontal curriculum map for K-12 digital literacy. (Highlighting skills taught, programs used, etc) Staff will need additional professional development to assist with the implementation of teaching the digital literacy curriculum. Evaluation and feedback will be on-going through the development, implementation, and planning stages of the digital curriculum 75% of the grade level curriculum maps will be created by 2023. 5% growth for two years till the district has all K-12 curriculum maps are finalized. 80% of the grade level rubrics will be created by 2023. 10% growth for one year until the district has all K-12 curriculum rubrics finalized.

6. List the action steps that correspond to Goal #4 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	Collaboration	Review standards for digital literacy	Curriculum and	Building Principal	12/30/2022	2500

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IV. Action Plan - Goal 4

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
			Instruction Leader			
Action Step 2	Planning	Creating a K-12 digital literacy that meets all students learning styles	Building Principal	Curriculum and Instructional Leader	04/28/2023	2500
Action Step 3	Professional Development	Providing staff with training deliver instruction around the K-12 digital standards	Superintendent	Business Official	02/28/2023	2500
Action Step 4	Implementation	Monitoring and supporting implementation of the new digital curriculum	Building Principal	Director of Technology	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 #4 from your answer to Question 1, above.

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

8. Would you like to list a fifth goal?

No

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2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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

The presence of technology in virtually every aspect of our lives forces us as educational leaders, parents, and students to think differently about how it can support learning. As advancing technology creates new opportunities for teaching and learning, the traditional concepts of schools and classrooms are being challenged. The current COVID-19 pandemic further emphasizes the need for technological integration in schools. Beyond the school walls, the global business market is demanding a new set of skills from college graduates and has an increasingly growing pool of workers from which to draw the best-qualified employees. At the same time, COVID has accelerated the rate of change in both educational and business models. New trends have moved political and business leaders to call for schools to transform themselves in order to create learning environments that promote 21st Century learning skills featuring ubiquitous access, active learning, critical thinking, collaborative learning, and knowledge creation. The teachers in this process and the transmission of said skills and knowledge become even more critical. They will need to use multiple teaching and learning tools and technologies to ensure that students have the academic background necessary for the future. In the Sherman School District, we acknowledge this changing environment and the need to change with it. We must find ways to become more efficient while increasing our effectiveness in raising student achievement. The District will continue to look at new processes and procedures while also looking at its existing practices to adapt to the new environment we all face.

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.**

Funding has been allocated to establish an 'available for all' model. Mobile WiFi devices are available for families. Additional funding is set aside yearly towards infrastructure maintenance and advancement to ensure network capacity. Workshops and Professional Development will be provided regularly for all stakeholders including students, staff, faculty and community partners including parents.

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.**

All individualized education plans (IEP's) are honored with every intention of meeting all student's needs. Devices, such as Chromebooks, will be setup to assist the specific needs of students including accessibility settings, and peripheral devices/accessories that support the learning. This may include high contrast settings, text-to-speech. Additionally, specific applications and devices may also be made available for special needs including 'TouchChat' on iPads. Other applications that are in regular use to help teachers differentiate learning include, Zoom with breakout rooms, Jamboard, Google Classroom, Screencastify, and many others.

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

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

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

<input checked="" type="checkbox"/> Technology to support writers in the elementary classroom	<input checked="" type="checkbox"/> Using technology as a way for students with disabilities to demonstrate their knowledge and skills
<input checked="" type="checkbox"/> Technology to support writers in the secondary classroom	<input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology
<input 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 checked="" type="checkbox"/> Using technology to differentiate instruction in the special education classroom	<input type="checkbox"/> Other (please identify in Question 5a, below)

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

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

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

Yes

7a. If Yes, check one below:

In the 5 languages most commonly spoken in the district

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

(No Response)

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

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

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

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

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

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

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

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VI. Administrative Management Plan

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	1.00
Technical Support	0.40
Totals:	2.40

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

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	End User Computing Devices	na	200,000	One-time	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	na
2	Internet Connectivity	na	18,000	Annual	<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	na

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VI. Administrative Management Plan

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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	Instructional and Administrative Software	na	30,000	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 checked="" 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	na
4	End User Computing Devices	na	100,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources	na

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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	
Totals:			348,000			

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?**

Not Applicable

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://shermancsd.org/board-of-education-public-documents-techplan22-25/>

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

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VII. Sharing Innovative Educational Technology Programs

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

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

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

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

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

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

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

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

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	Name of Contact Person	Title	Email Address	Innovative Programs
				<ul style="list-style-type: none"> Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<ul style="list-style-type: none"> <input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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

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