

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 04/21/2022

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

Timothy Moon

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

Chief Information Officer

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

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

Page Last Modified: 06/29/2022

1. What is the overall district mission?

To build, support and sustain school communities that provide all students with a high-quality education that prepares them to graduate as responsible, active citizens ready for success in college and careers and prepared to compete in a global economy.

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

To support the initiatives outlined in the District's Strategic Plan, Building our Future.

Our technology vision in to modernize our technological system in a way that will best assist students to meet 21st Century Learning Outcomes.

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.

Representatives from the IT Department, Teaching and Learning Division, School Administrators, Teachers, and Parents worked on the Technology Planning Committee. This year we attempted to meet as taskforce groups, often virtually, beginning in the Fall of 2021 through the Spring of 2022 to refine the goals outlined in this plan. Consultations with High School Administration on the 1:1 planning occurred during the January of 2022, and lead to the development and refinement of the monitoring metrics for our 1:1 initiative.

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

The previous instructional technology plan focused on the personalized learning initiative as it's core goal. Computing devices, network enhancements, digital content and tools, and professional development necessary to make personalized learning a reality for the Syracuse City School District made up the other supporting goals. With the pandemic, all devices were made available for student remote learning. Focus on internal network connections were traded for mobile hot spots and remote content filtering. Although the classroom Personalized Learning that we had been aiming for had not come to conclusion, all of our students being remote pushed the staff to engage students in a way (and degree) that had not been done before. As a district we were able to mandate professional development once per week to develop the necessary skill set of our staff to engage students in a new and different way. Use of a learning management system, TEAMS meetings, on-line video demonstration lessons, and video assignments quickly became the norm.

Goal Listing:

Implement On-line Assessment Platform - District implemented STAR district wide and used this data to drive instruction and interventions. District has since switched vendor from STAR to NWEA. Data Liaisons continue to bring this data back to the schools/grade levels to coach teachers how to use this information to assist students.

Implement Personalized Learning - Phase in approach to bringing buildings on line with the support of "Fuse fellows" or building level turn key trainers has been implemented. This process has worked well but yielded inconsistent results due to staff transfers and turn-over. With the potential 1:1 at the high school level, we are seeing a great resurgence at the secondary level in the interest for PD in the area.

Support for Project Lead the Way - Due to the difficulty of getting certified PTLW teachers, the District is moving away from PLTW as a District initiative. We will continue to support of the program at a couple of High Schools but will work towards broader concepts utilizing tools such as Google Sketchup.

Implement Ensemble, video streaming service - We have completed this goal.

Install whiteboards district-wide - This has been completed in primary instructional classrooms. We are now planning for the replacement cycle for the first classroom installs.

As the District continues to reset back to in-person learning, we need to return to some of our previous goals to enhance the network, provide equitable access to classroom devices, provide professional development to build on the skills gained during the pandemic. Enhancements to our network configuration, through the construction of the back-up Network Operations Center (part of our smart school bond act), replacement of access points with those that have greater throughput, and a new firewall.

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

Page Last Modified: 06/29/2022

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

During the COVID pandemic our District offered a hybrid approach to learning which included, completely virtual, hybrid Instruction (a blend of in-person and remote), and completely in-person instruction; often moving between these modalities during the pandemic. Our remote instruction options included paper packets, local TV broadcasts, digital content subscriptions, Microsoft Teams, Canvas, and demonstration lessons.

After experiencing a fully remote instructional option for a couple of months for the entire district, we realized that our staff were ready to embrace virtual instruction in ways that we had not previously believed possible. Staff had become more proficient in posting content, making demonstration videos and embedding these into their lessons. They were sharing content with each others and attending regular Wednesday PD opportunities with a focus on making their lessons more engaging for students.

Students also were a bit surprising. Following the log in schedules of students, we determined that we had students engaging in their school work at all hours of the day and night. Secondary students were especially noteworthy, as beginning some of their school work very late in the evening, (9 or 10pm). This showed that students were extending their learning well outside of the confines of the school day. Preconceived notions that students would not engage or know how to appropriately engaged were changed.

We also were able to hold what we referred to as Covideo chats. These were intentional family outreach, usually targeted to a particular topic using the same platform that their child used during the day to engage in school. The attendance to these virtual events were so successful that we have continued this as a preferred mechanism to communicate with families, even after our return to in-person learning.

6. Is your district currently fully 1:1?

No

6a. What are your plans to become a fully 1:1 District? (Covers all grades K-12 as applicable)

We will begin a 1:1 initiative for HS level students beginning with the fall of 2022. Once we have successfully implemented this grade level band, we will explore the feasibility of adding other grade levels to the initiative. Long-term funding for such an endeavor continues to be a concern for the District as does our student's lack of access to home internet. Our current goal is to supplement the HS 1:1 initiative with hot spots purchased to support virtual learning during the Covid19 pandemic. This will need to be expanded and replaced as our 1:1 initiative continues to roll-out and expand to other grade levels.

6b. When will the District become fully 1:1?

Unknown

7. Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision as stated in response to question 2.

The district will be offering 3 levels of professional development at each building level (elementary, middle, high) targeting the skills necessary for teachers to move along the technology integration matrix. This is specialized training specifically focused on pedagogy, resources, and technical how-to, necessary to provide teachers with a skill set to move along the matrix. (Access-Engage-Create_Contribute)

To ensure that we have the dedicated resources necessary to reach our goals, the district has 13 impact coaches that can lead trainings and serve as turn-key trainers/demonstration teachers throughout the district. The district also makes use of our 'Fuse Fellows to be an in-building resource for personalized learning.

The district made use of state flexibility in daily schedules to ensure that teachers could attend Wednesday PD sessions throughout the remote portion of the pandemic. These were often used not only to develop computing/digital skills, but the use of those digital tools and resources in providing learning opportunities for their students. As we renegotiated our local contracts, we have ensured that we reserved time each week for these PD opportunities to take place.

Wednesday PD sessions

Work PD into weekly schedule moving forward

Renewed interest and focus on personalized learning. flipped classrooms, engagement techniques, etc.

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

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

Page Last Modified: 06/29/2022

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:

Moderately
- 3. Digital Capacity and Access – The District’s technology infrastructure supports learning and teaching in all of the District’s environments.**
The district has met this goal:

Moderately
- 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:

Fully

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 07/18/2022

1. Enter Goal 1 below:

- **Overarching Goal this project contributes to:** Students use resources and knowledge to become complex thinkers, problem solvers, effective communicators, self-directed learners, and responsible citizens
- **Change to be Achieved by this project:** Students solve real-world problems by using technology to find and analyze evidence and to communicate their reasoning effectively across multiple areas of the curriculum

High Level Deliverables for Project Work

1. Student access to technology and information
 - Devices
 - Connectivity
 - Storage and Charging
 - Carrying Cases
 - Technical Support
 - Expectations
2. Staff Development and Support for Development and Implementation of Technology-Enabled Lesson, Unit and Project Plans.
 - Guidelines and Expectations for Implementation
 - Instructions/Models for Implementation
 - Rules and Policies for Staff
 - Rules and Policies for Students
 - Success Measures
 - Growth Targets
 - for staff
 - Growth Targets for Students
3. Training and PD
 - Sessions
 - Goal setting
 - Guidance and Support
4. Teacher Implementation of Technology-Enabled Lesson, Unit and Project Plans.
5. Parent and Family Support
 - Communication of expectations
 - Communication of ways to support your student
6. Monitoring and Measurement of Student and Staff Progress Toward Expectations and Goals

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

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

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

- | | |
|--|--|
| <input 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 checked="" 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) |

2022-2025 Instructional Technology Plan - 2021**IV. Action Plan - Goal 1**

Page Last Modified: 07/18/2022

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.

- We will measure gains in teachers' proficiency in technology-enhanced instruction using a rubric developed internally and administered to teachers to self-report. The self-report rubric will be administered to teachers prior to the start of school year 2022-23 to collect baseline data. At the end of each year of the project and at the end of the project, we will again administer the self-report rubric.
- We will measure gains in implementation of technology-enhanced instruction using an internally-developed survey asking teachers to report the percent of their instructional time that requires students to use their district-provided devices. The survey will be administered to teachers prior to the start of school year 2022-23 to collect baseline data. At the end of each year of the project and at the end of the project, we will again administer the survey.
- To ensure that teachers are receiving the necessary training to gain proficiency in and increase their use of technology-enhanced instruction, we will measure teachers' participation in professional development classes for technology-enhanced instruction and technology-enhanced instructional methods. This will be measured yearly during the project via reports from our Professional Development system.
- We will measure student gains related to technology-enhanced instruction by measuring the following, at the end of each year of the project and at the end of the project:
 - Percentage of available points students earn on the constructed response portions of the NY State Regents exam in ELA
 - Percentage of students graduating with a Regents Diploma with Advanced Designation, Honors, Advanced Designation with Honors, Seal of Biliteracy, and/or Seal of Civic Readiness
 - Percentage of students enrolled in enrichment classes (defined as any dual enrollment college classes, including Advanced Placement and International Baccalaureate courses, as well as technical courses associated with local colleges and universities such as Syracuse University, Onondaga Community College, and SUNY ESF.)

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	Budgeting	Development of Budget / Replacement Cycle	Business Official	N/A	02/01/2025	0.0
Action Step 2	Purchasing	Annual Refresh Cycle of Devices	Director of Technology	N/A	04/30/2025	900,000
Action Step 3	Infrastructure	Additional Carts/Supplies	Director of Technology	N/A	06/30/2025	300,000
Action Step 4	Professional Development	On-Boarding Training for 1:1	Curriculum and Instruction Leader	N/A	06/30/2025	1,300,000

2022-2025 Instructional Technology Plan - 2021IV. Action Plan - Goal 1

Page Last Modified: 07/18/2022

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #1 from your answer to Question 1, above.

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

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2022-2025 Instructional Technology Plan - 2021IV. Action Plan - Goal 2

Page Last Modified: 06/29/2022

1. Enter Goal 2 below:

Return to personalized learning initiative by providing a 1:3 (one device for every three students) in PreK through 8 during targeted instructional learning.

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 06/29/2022

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.**

The Personalized Learning goal will be measured by the digital resources and platforms used by students during their targeted small group instruction. During the English Language Arts and Mathematics learning classes students will participate in personalized learning through station rotations. The personalized learning stations will include digital resources and platforms approved by the district. As we recover from the pandemic, the Teaching and Learning Division will continue to support the shift to personalized learning. The T&L team will be leveraging different types of support to provide school leaders with more thoughtful, actionable feedback aligned to their school's personalized learning design plan.

Members from Teaching and Learning will conduct monthly school visits. Walkthrough tools have will be used during the monthly walkthroughs and feedback will be provided. Using the district-approved digital content and platforms the IT department will be able to provide data on the usage per student and school, and growth measurements in ELA, Math, and Reading.

The walkthrough team will complete a classroom walkthrough tool that will capture evidence and level implementation of each element of the Core Four. At the end of each visit, the school leader will be presented with a brief report of the data, high-level trends, and resources to consider and make the necessary adjustments in their personalized learning plans.

Below is a partial list of what will be used during year one of this plan.

Digital Content / Platforms Audience

Canvas 6 - 12

Castle Learning K - 12

Common Lit 5 - 12

Ed Puzzle PK - 12

Imagine Español Dual Language K - 5

Imagine Learn L&L PK-5, ENL, SPED

Imagine Math 6 - 12

Learning A-Z K - 5

Myon K - 8

Nearpod PK - 12

Newsela 2 - 12

Seesaw PK - 5

Sora PK - 12

Spelling City K - 5

Zearn K - 5

Additionally, Library Resources such as BrainPOP and PebbleGo will also be available as the district is focusing efforts on fewer and higher quality tools for our students.

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	Budgeting	Establishment of annual replacement cycle	Business Official	N/A	02/01/2025	0.0
Action Step 2	Purchasing	ordering of replacement cycle	Director of Technology	N/A	04/30/2025	1,600,000.
Action Step 3	Policy/Proto	Increase monitoring	Curriculum	N/A	06/30/2	150,000.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 06/29/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	cols	and accountability of implementation	and Instruction Leader		025	
Action Step 4	Professional Development	technology related PD	Instructional /PD Coach	N/A	06/30/2025	1,300,000

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	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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2022-2025 Instructional Technology Plan - 2021**IV. Action Plan - Goal 3**

Page Last Modified: 07/18/2022

1. Enter Goal 3 below:

To develop and maintain a robust network capable of supporting the instructional needs of the District both for today's needs and tomorrow's possibilities.

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

Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders

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

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

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

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

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

The current network infrastructure has been a collection of equipment, processes, and physical location; often with a focus of meeting the current demands. The shifts we have experienced over the past couple of years, including a cyber attack, SMS platform change, Remote Learning, Virtual School, etc...have highlighted the overdue need for a robust infrastructure. We have been planning to upgrades in the following areas: Wireless Access Points, Switches, Cabling, and construction of a new Network Operations Center.

As we continue to replace our wireless access points, along with our switch replacements, we should be able achieve an increase from 1Gb throughput to 2.5 Gb of throughput per access point. As we are not looking to downsize the number of our end points, we are hoping to strengthen the user experience and provide additional coverage for the mobile device fleet. Measurement will include number of advanced wifi access points, and percentage of wireless access points operating at 2.5 Gb.

The switch replacement will allow us access to new features which will enhance our ability to monitor the network and apply patches/ upgrades to the switchgear. New imaging techniques will also allow us the ability to more quickly setup and replace a switch should that be necessary. The replacement of the switches to the 25G model, is what will permit us to run the access points at a higher throughput. Switches in some buildings will be phased in depending on the current age of the switch.

The construction of the co-location should provide a modern facility, increasing availability of the network and with less maintenance downtime. Necessary updates and back-ups should be able to be performed from on location while still providing users with the necessary access to resources. We will be monitoring this through monitoring of annual downtime and response time to network calls.

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.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 07/18/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Budgeting	Annual Allotment of Funding to Support Plan	Business Official	N/A	02/01/2023	0.00
Action Step 2	Infrastructure	Purchase of Network Equipment	Director of Technology	N/A	06/30/2028	6,200,000.
Action Step 3	Other (please identify in Column 3, Description)	Installation of advanced wireless access points	Director of Technology	N/A	06/30/2025	650,000
Action Step 4	Infrastructure	NOC Facility	Other (please identify in Column 5)	Superintendent of Buildings and Grounds	06/30/2025	6,600,000.00

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	Other (please identify in Column 3, Description)	Switchgear Replacement	Director of Technology	N/A	06/30/2027	7,000,000
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

8. Would you like to list a fourth goal?

No

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 07/18/2022

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

Page Last Modified: 06/29/2022

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.

The District has been working on developing and adopting a Technology Integration Matrix. The matrix outlines the key technology indicators for both teachers and students at each grade level throughout the district. This matrix provides a 4 tier continuum for identifying where students and teachers are and should be relative to District expectations. At a point in time in the not so distant past, the district was looking at technology integration and instructional technology as an add on to current curriculum, perhaps even as something that a teacher would have done as part of a special project or even something to do with the advanced or honors students. A bright spot of the pandemic is that it seemed to shift the focus or forced the adoption to a different way of thinking about how to address the standards. Even though our PD includes 30 hours of direct "how-to" and technology integration, tools, and strategies; it is embedded into all of the other targeted PD offered by the district. As a district our return to in-person learning did not mean a return to all previous instructional practices. Use of our Learning Management System continues as if we were still remote creating opportunities for students to engage while not in the classroom. Teachers continue to use our video taped demonstration lessons to facilitate learning opportunities, reteaching, and as a resource to address absenteeism. Assignments types run the full gamut, from simple handouts to web quests, video creation, research projects, essays, career exploration, and graphic arts. Specific courses may go deeper and include tasks such as Arc-GIS, Drone piloting, Data visualization, Media Editing, Programming, 3D Modeling and Cyber Security.

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.

When looking at the goal of "everywhere, all the time" it is helpful to look at this as a three-part solution. First, the student requires resources for learning. Some resources are ubiquitous via a general google search or a quick how-to video on the internet. Other resources need to be curated by the teacher and are provided through a learning management system, shared files, or via web-page. In addition, these specialized resources should be tailored to address individual student needs, modified curriculum, alternate languages, or modalities. Secondly, the student needs access to a computing device that has the necessary capabilities to perform the work required. Lastly, access to on-line content and software allow the student to leverage materials and resources that can't always be downloaded.

As part of our 1:1 initiative the district will be providing students with a laptop and hot spot if necessary. This should provide each student with the capability to access the necessary resources. As we learn and modify our approach to 1:1, and adapt to those situations that we know will arise. (forgetting to charge the laptop, forgetting to bring the device, lost chargers, classroom management and engagement, increase in cyber bullying, off-task behaviors, broken devices, stolen devices, etc...) Each one of these will require that the district develop appropriate protocols to address this situations as they present themselves. Although we can predict many of these scenarios, we know that the actual implementation will find new and unforeseen situations that we must address. We are expecting that it will take at least 2-3 years of implementation to reveal these types of issues, and for staff to truly alter the instruction to make use of the technology that is available. At that time, we will begin to consider moving the initiative down to other grade levels. Due to our district's size, adding this to an additional grade level means training for a couple of hundred additional teachers, 15 more buildings to service, and 1500 more devices. In addition, we are working with local leaders on trying to develop opportunities to bridge the digital divide. At this time, the district is currently offering exterior wifi for student use at several buildings strategically placed throughout the city. We are also working with City officials on 5G availability throughout the City in order to address this issues long-term.

The district has adopted a technology standard to ensure that students have access to appropriate devices. The district is to offering ipad devices Pre-Kindergarten through the 2nd grade, with PC laptop devices for grades 3 and up. This consistency facilitates our PD and allows teachers to share curriculum and leverage similar resources across the District.

As our staff become more comfortable with the resources that are available, receive professional development on techniques and technology aligned pedagogy then our students can take advantage of these opportunities to engage and learn anytime, anywhere.

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

Page Last Modified: 06/29/2022

- 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.**

The direct focus of one of the goals outlined in the instructional plan is for the use of personalized learning. The goal of which is to assist student in knowing where they are towards attainment of the learning standards and what their next steps are to move forward. In addition to the other technology solutions that all students use to assist in obtaining growth towards their goals, the following are examples of those solutions.

Devices:

iPads, Laptops, Brail Printers, Readerpens, Recordable buttons

Software:

SoloSuite6, Boardmaker, Co:writer Universal, Voice Dream Scanner, Snap and Read, Read2go, Pix Writer, Select and Speak, zoom and Touch Chat iPad apps include:

Asst. Express, Autism iHelp - Sorting, BBBBox Lite, Boardmaker, Boom Cards, Breathe, Car VS colors, Co:Writer Universal, Easy Xylo, First and Then, Firt Phrases, Letter Quiz, Life Skills: Visual Schedule Planner, Lite Box, Microsoft Translator, Pictello, QR Reader, Quick Voice, Seeing AI, Sent Builder, Sentence Maker, Snap and Read, Sound Box, TD Snap Lite, Touch and Write, Touch Switch, TouchChat HD, Voice, Dream Scanner, and Yes/No.

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

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

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

- | | |
|---|--|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Using technology as a way for students with disabilities to demonstrate their knowledge and skills |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital world | <input checked="" type="checkbox"/> Electronic communication and collaboration |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input checked="" type="checkbox"/> Reading strategies through technology for students with disabilities | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input checked="" type="checkbox"/> Helping students with disabilities to connect with the world |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the special education classroom | <input type="checkbox"/> Other (please identify in Question 5a, below) |

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 06/29/2022

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

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

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

Yes

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

In the 5 languages most commonly spoken in the district

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

(No Response)

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

- | | |
|---|---|
| <input 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 checked="" type="checkbox"/> Web authoring tools |
| <input checked="" 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 | |

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

Page Last Modified: 06/29/2022

- 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.**

- | | | |
|---|---|--|
| <input type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website. | <input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district. | <input type="checkbox"/> Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work. |
| <input checked="" type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone. | <input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed. | <input checked="" type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./ |
| <input checked="" type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment. | <input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity. | <input type="checkbox"/> Provide online mentoring programs. |
| <input checked="" type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity | <input checked="" type="checkbox"/> Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity. | <input type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues. |
| <input checked="" type="checkbox"/> Create a survey to obtain information/about students' living situations./contact information./access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs. | <input type="checkbox"/> Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website. | <input checked="" type="checkbox"/> Offer a technology/support hotline during flexible hours. |
| <input type="checkbox"/> Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions. | <input checked="" type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for | <input type="checkbox"/> Make sure technology/support is offered in multiple languages. |
| <input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods. | <input checked="" type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD./ or private online video channel)./ | <input type="checkbox"/> Other (Please identify in Question 9a, below) |
| <input checked="" type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity. | <input type="checkbox"/> Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content. | |

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

Page Last Modified: 06/29/2022

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)

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

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 06/29/2022

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	2.00
Instructional Support	46.00
Technical Support	36.00
Totals:	84.00

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	End User Computing Devices	Computing Devices/ Ipads, laptops	4,800,000	Both	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input checked="" type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	Professional Development	N/A	4,500,000	Both	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	N/A

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 06/29/2022

	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 <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	
3	Network and Infrastructure	N/A	13,400,000	Both	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	N/A	N/A	0	N/A	<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 type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	N/A

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 06/29/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<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 checked="" type="checkbox"/> N/A	
Totals:			22,700,000			

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.**

This plan will replace the current plan found at the bottom of this webpage:

Office of Shared Accountability | The Syracuse City School District | Syracuse, NY (syracusecityschools.com)

at the placeholder link below.

<https://www.syracusecityschools.com/tfiles/folder633/Technology%20Plan%20Placeholder%20Pending%20State%20Approval.docx>

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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 06/29/2022

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.

- | | | |
|--|---|--|
| <input type="checkbox"/> 1:1 Device Program | <input type="checkbox"/> Engaging School Community through Technology | <input type="checkbox"/> Policy, Planning, and Leadership |
| <input checked="" type="checkbox"/> Active Learning Spaces/Makerspaces | <input type="checkbox"/> English Language Learner | <input checked="" type="checkbox"/> Professional Development / Professional Learning |
| <input type="checkbox"/> Blended and/or Flipped Classrooms | <input type="checkbox"/> Instruction and Learning with Technology | <input type="checkbox"/> Special Education Instruction and Learning with Technology |
| <input type="checkbox"/> Culturally Responsive Instruction with Technology | <input type="checkbox"/> Infrastructure | <input type="checkbox"/> Technology Support |
| <input checked="" 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 checked="" 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	Manami Tezuka	Director of Professional Development	mtezuka@scsd.us	<input type="checkbox"/> 1:1 Device Program <input checked="" type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 06/29/2022

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Timothy Moon	Chief Accountability Officer	tmoon@scsd.us	<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 checked="" 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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 06/29/2022

	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	Laura Kelley	Chief Academic Officer	lkelley@scsd.us	<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

2022-2025 Instructional Technology Plan - 2021VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 06/29/2022

	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 checked="" 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

2022-2025 Instructional Technology Plan - 2021VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 06/29/2022

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

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