

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 12/22/2021

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

Dwayne Hoffmann

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

Director of Technology

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

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

Page Last Modified: 02/24/2022

1. What is the overall district mission?

The Lakeland Central School District accepts the challenge of preparing students for a rapidly changing world. We provide the opportunity for all students to learn and succeed by promoting critical thinking and high academic standards in a safe and secure environment. Our practices and policies are shaped by: respect, kindness, responsibility, accountability and honest and ethical behavior.

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

Our vision and goals for instructional technology align with our district mission statement. We aim to provide opportunities for our students to learn and succeed in a secure and safe student-centered environment to prepare them for success in a rapidly changing world. Technology is an important tool in meeting this goal when the technology is integrated with district-wide curriculum objectives and the New York State and Common Core Learning Standards.

Today's students have been raised with technology as a fundamental part of their lives. As a group, they are facile and comfortable using technology tools for tasks on a wide continuum of complexity. They are not necessarily savvy in making the best decisions regarding the correct tools to use and how to use them. As educators, we are compelled to make digital literacy and ethics an important part of our technology vision and goals.

Technology has the capacity to create a more student-centered, self-directed learning environment for our learners. Since information is only a click away, rote learning and memorization is a thing of the past. Instead, we seek to empower students to find information to build knowledge and better understand our world. The teacher's role in this new learning environment changes from that of a tutor and sage to one of a facilitator and guide. The availability of inexpensive small, mobile devices makes it possible to put technology in the hands of more of our students than ever before. With effective utilization, the classroom becomes a center of creativity, collaboration and communication. Higher order thinking naturally ensues when students are navigating their own knowledge, with the expert guidance and support of teachers trained to help them problem-solve and learn independently.

Students learn when they are active learners. Today's technology provides the opportunity for active learning in classrooms where students collaborate on tasks together, call upon expert advice from people outside of the classroom, and communicate their own knowledge to outsiders as well, through avenues such as websites, blogs, discussion boards, video channels, social networks and more. When provided with authentic audiences, students are motivated and empowered to produce high quality work that becomes part of a vast, global information network.

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.

A technology committee, consisting of teachers, administrators, support staff, media specialists, and other technology specialists, was formed. The team met during the 2022 school year to develop and discuss Lakeland's technology goals and vision. Based on district objectives, three main goals were set: Closing the Gap on Learning Loss, Data and Privacy, and Reimagined Learning Spaces. Each committee member gathered and compiled information from their own stakeholder group so that we meet the needs of all educators and arrive at a shared vision for the district. The work included timelines for tasks that will help manage the activities necessary to completing these goals. The timelines and tasks for each goal are outlined in the plan. The timelines and tasks will be reassessed and reevaluated as we move through the implementation phase of each goal. If necessary, the timelines and tasks will be edited and refined to meet any unforeseen challenges. Similar to the timelines and tasks, estimated budgets were set. The budgets will be reviewed and adjust as needed throughout the process.

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

Page Last Modified: 02/24/2022

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

The 2018 Technology Plan included a goal promoting STEAM at every level. The plan also focused on making sure every student had access to information through its work making the district ADA compliant. Finally, the 2018 Technology Plan puts an emphasis on data privacy. Lakeland made significant strides on obtaining these goals but there is still work to be done. This was mainly due to the recent pandemic and the need to stretch staff in many directions. The 2021 Technology Plan absorbs the remaining work of the 2018 plan and pushes the district in new directions. In the 2021 Technology Plan, Lakeland will address student learning loss created from the chaos of the past two year. The new plan "reimages learning spaces", upgrading infrastructure to accommodate equitable learning. The remaining goal of the 2021 plan will continue the work started in the prior plan around cybersecurity and data privacy. The world has seen an uptick on cyber threats in recent years, which is why the district sees a need for a continued focus in this area.

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

The pandemic has taken a toll on education. Every aspect of education was impacted in some way during the pandemic. Where we see the biggest impact is with our students. Through the use of data, we are able to ascertain that student growth has slowed during the pandemic. This is why one of our goals is to incorporate new learning strategies that will bring our students back to and above their pre-pandemic levels. Cybersecurity has been on the rise ever since the pandemic began. With the world going "remote", cyber criminals are trying to take advantage. This is why the district is continuing to expand on its goal of securing sensitive data and protecting our communities' privacy. Finally, it became obvious through the pandemic that what one student may have may not be what another has. Similarly, what one staff member knows may not be what another staff member knows. This is why our third goal revolves around "reimagining learning spaces". We want to break down the walls with equitable, anytime learning. Providing the tools so that "all" students succeed and making sure all staff are trained to help facilitate this success.

6. Is your district currently fully 1:1?

Yes

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

Page Last Modified: 02/24/2022

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 implementation of new initiatives must coincide with a comprehensive professional development plan that meets the needs of all district employees: administrators, teachers, and support staff. The goal common to these groups is identical: the effective utilization of the relevant tools that empower individuals to be productive, efficient, and creative in their work. The individual groups have different needs in terms of the tools they use and how they use them to advance and transform our system.

To foster an environment conducive to successful technology integration, our administrators set the example and provide vision for success in Lakeland. Proactive leaders who demonstrate the willingness to embrace and encourage innovation provide the momentum needed to move teachers forward with technology enriched learning environments. With this in mind, Lakeland provides ongoing professional development for administrators as follows:

- Student management system
- Website content management system
- MyLearningPlan, the web-based professional development and observation tracking tool
- Data-driven decision making
- Office applications
- G-Suite (Google Apps for Education)

We devote time at our Administrative Retreat to technology and data analysis. Additional training sessions are planned and scheduled as needed. The support staff provides the backbone of our administrative infrastructure. They keep our schools running smoothly and efficiently, provide accurate and timely communications to the outside world, and maintain accurate data in order for the district to run productively. We provide ongoing professional development for support staff that focuses on the following:

- Management systems relevant to job (eSchool, nVision, IEP Direct, etc.)
- Productive use of office applications relevant to job

The training is offered as daytime classes, virtual, one-on-one support, and customized classes, based on need.

Our teachers are the key to transforming technology devices into useful teaching tools. Teachers must be comfortable with technology in order to apply it appropriately so that students gain from its inclusion in the mix of tools used in the classroom. The training provided to teachers helps them develop a vision that is built on the understanding that technology is a tool that can offer solutions to longstanding teaching and learning problems. They are encouraged to “think with technology” in order to approach old problems in new ways. Our staff development program focuses on how to use technology tools, and how to implement learning environments that effectively leverage these tools in today's changing world. Technology staff development is offered through inservice classes (face-to-face, blended, and online), through workshops on Superintendent's Conference Days and small group and individual meetings. We participate in the Model Schools program through the Lower Hudson Regional Information Center and send teachers to local conferences and workshops as needed. We have expanded our professional development to webinars and online tutorials for more flexible and independent learning opportunities. The professional development for the teaching staff focuses on the following:

- Mastery of web-based programs such as eSchool, MyLearningPlan, School World, etc.
- Curriculum integration
- Best use and application of tools available in the district
- Use of technology to address other district goals (ie, higher order thinking skills, self-directed learning, effective communication and collaboration)

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

Page Last Modified: 12/22/2021

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

- 1. Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.**
The district has met this goal:

Significantly
- 2. Digital Use – The District’s learners, teachers, and administrators are proficient in the use of technology for learning.**
The district has met this goal:

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

Fully
- 4. Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.**
The district has met this goal:

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

Significantly

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 02/24/2022

1. Enter Goal 1 below:

Closing the gap on learning loss through an emphasis on computer literacy and STEAM.

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.

Technology is a big part of the educational landscape today. Technology is also one of the major elements that make up STEAM instruction. Technology in STEAM education is of particular importance as a basic understanding of technology is now required for almost any kind of work. According to the U.S. Department of Education, “In an ever-changing, increasingly complex world, it’s more important than ever that our nation’s youth are prepared to bring knowledge and skills to solve problems, make sense of information, and know how to gather and evaluate evidence to make decisions.” STEAM is an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking. Technology-based subjects are a key part of a good academic curriculum, helping to equip students with transferable skills. Technology is also relatively easy to integrate with the other main STEAM education fields – science, engineering, the arts, and mathematics.

Due to the pandemic, past STEAM efforts by the district naturally slowed. During this same time frame the district also saw areas of learning loss among students. Now that we are learning to live with COVID and students are back to school in-person, the district has a renewed emphasis on STEAM instruction. The district is in the process of developing after school programs, summer programs, and additional course offerings, all with the goal of closing the gap on learning loss. A big part of these programs and everyday instruction will be the continued exposure to STEAM activities and technology. Through these efforts the district believes it can close the gap on learning loss. The district will use baseline data to assess where students currently are in regards to their learning. Throughout the year(s) the district will conduct check-ins to attain each student's progress. Key tools the district will use to help assess growth include, Star Renaissance, Benchmark, Go Math and state exams to name a few.

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.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 02/24/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Evaluation	Collect data points to determine student baselines	Assistant Superintendent	Curriculum and Instructional Leaders	06/30/2023	0
Action Step 2	Curriculum	Develop, refine and provide a continuum of courses and offerings that have a Computer Science focus and STEAM elements. This will be an on-going process.	Assistant Superintendent	Curriculum and Instructional Leaders	06/30/2025	0
Action Step 3	Planning	Develop after school programs, summer programs, and other offerings that help reinforce learning through STEAM elements	Assistant Superintendent	Curriculum and Instructional Leaders	06/30/2023	0
Action Step 4	Budgeting	Oversee rollout of plans (budgetary considerations) and possible need for additional staffing, software/hardware needs professional development costs	Director of Technology	Business Official	06/30/2025	300000

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	Professional Development	Determine professional development needs	Instructional /PD Coach	(No Response)	06/30/2023	50000
Action Step 6	Evaluation	Continue to monitor student growth to make sure forward progress is being made	Assistant Superintendent	Curriculum and Instructional Leaders	06/30/2025	0

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 02/24/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 7	Planning	Review progress and tweak plans and curriculum as needed	Assistant Superintendent	Curriculum and Instructional Leaders	06/30/2025	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 02/24/2022

1. Enter Goal 2 below:

To ensure that the data protection of students, staff and other members of the school community are safeguarded.

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

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

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

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

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

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

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

Technology is ever changing. Cyber attacks are on the rise. Schools have now become a target. This is why it is important to continue the work establishing, maintaining and implementing all categories of the NIST framework and Ed Law 2d compliance. The NIST framework will be the tool used to evaluate the districts "risk". The information from the district's established risk assessment, will direct the district's path to a more secure environment. Annual 3rd party testing will be another indicator of the district's progress in securing all the district's sensitive information. The goal is on-going just by its nature.

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	Data Privacy	Continued development and review of NIST standards and Ed Law	Director of Technology	N/A	06/30/2025	0

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 02/24/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		2d compliance established by the district. As changes are made to the school environment, update necessary documentation. Monitor the district's risk assessment posture.				
Action Step 2	Professional Development	Ensure that the school community is up to date on district policies and guidelines regarding data privacy and cybersecurity. Provide annual training around data privacy and cybersecurity.	Director of Technology	Instructional Technology Coach	06/30/2023	\$30,000
Action Step 3	Budgeting	Make sure the budget reflects aging equipment and software that needs to be replaced. Budget should have monies set aside for annual penetration tests from a 3rd party and any corrective action identified by testing.	Director of Technology	N/A	06/30/2023	1,800,000
Action Step 4	Implementation	Ensure that all devices, servers and storage devices are up to date with the latest security patches. Verify that all devices that house sensitive data are safe from physical damage and secure from unauthorized personnel.	Director of Technology	N/A	06/23/2023	\$100,000

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 02/24/2022

Question 1, above.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Cybersecurity	Have a independent 3rd party conduct annual penetration tests as part of a risk assessment	Director of Technology	N/A	06/30/2023	\$75,000
Action Step 6	Implementation	Proform any necessary corrective action identified from annual testing, identified through risk assessment and/or vendor reporting.	Director of Technology	N/A	06/28/2024	\$30,000
Action Step 7	Data Privacy	As new laws and regulations are enacted, review and revise district procedures to ensure compliance. Stay abreast of the regulations and privacy standards being established by New York's Chief Privacy Officer.	Director of Technology	N/A	06/27/2025	0
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: 02/24/2022

1. Enter Goal 3 below:

Reimagining learning spaces using technology so that all students can achieve their highest learning potential.

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

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

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

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

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

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

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

For the longest time, school learning has been restricted to the confines of 4 walls. This goal attempts to address this issue by tearing down those walls allowing for more student driven learning spaces. This includes student access while in school and while away from school. For this goal to be successful stakeholders will need to be part of the planning process and budgets sources found. Equity and access to technology are the key items driving this goal. This goal's success can be measured by monitoring student growth over time. Benchmarks can be established using standardized testing results and local assessments. Survey data will be another indicator used to help measure progress in reaching this goal.

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	Research	Form a committee to identify key areas that can be addressed by technology to promote	Director of Technology	N/A	08/31/2022	0

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 02/24/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		more unrestrictive learning. Make sure the committee not only looks at how students utilize technology while in school but to make sure they have the same access when not in school. Survey will be a tool to help assess student access to technology while away from school.				
Action Step 2	Planning	Develop/refine a multi year plan for integration of technology based on the finding of the committee. Some areas may need the assistance of an architect. If so they should be brought in early to assist in design and budgetary considerations.	Director of Technology	Business Official	06/30/2023	\$10,000
Action Step 3	Budgeting	Formulate a multi-year budget strategy utilizing all funding sources to assist with purchases, integration and professional development. One budget source may be a capital bond. Preparing for a public vote and presenting to the community on the elements of the bond. Other funding sources would be BOCES, BOCES IPA, grants and district funds.	Director of Technology	Business Official	06/30/2023	\$10,000
Action Step 4	Implementation	Start integration work based on a multi year plan taking a "whole	Director of Technology	N/A	06/27/2025	\$10,000,000

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 02/24/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		district", "whole student" approach. Focus on areas that will benefit all students first. For example, converting libraries into full blown media centers where information and ideas can be easily shared. At the same time addressing those identified through surveys and other means with at-home access challenges.				

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	Professional Development	Professional development will be one of the key factors for success. Through the use of professional development, staff will be better equipped and feel more confident utilizing these new spaces and resources.	Instructional Technology Coach	N/A	06/27/2025	\$50,000
Action Step 6	Evaluation	Establish benchmarks using standardized testing results and local assessments to help monitor success of the goal. Survey students, staff and community on their availability and use of	Director of Technology	Curriculum and Instructional Leaders	06/27/2025	0

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 02/24/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		technology as another measure towards success.				
Action Step 7	Implementation	Since this is a multiyear goal, establish project check-ins. These check-ins are used to ensure that nothing has changed and the project and project items still address the goal. Continually monitor student growth based on initial benchmark testing to see if the goal is being met. Make adjustments based on the data.	Director of Technology	Curriculum and Instructional Leaders	06/27/2025	0
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

8. Would you like to list a fourth goal?

No

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2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 02/24/2022

- 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.**

Technology, when utilized effectively, has the capacity to enhance teaching and learning and prepare our students for the challenges of our rapidly changing world. Lakeland has long been an advocate for, and a leader in the use of technology to improve teaching and learning, as evidenced by the numerous awards and recognitions over the past decade. It is not easy, however, to stay out front and to keep current with the ever-changing technologies available and the ever-changing nature of education today. Therefore, we align our technology goals and initiatives to our overall district goals so that we can leverage technology to support our day-to-day challenges and needs.

- 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.**

Technology is everywhere. It touches everyone. This is why Lakeland strives to make technology part of every student's learning experience. Starting in 2015, Lakeland had a goal to provide every student with a device, to use as a resource to enhance their learning. These devices were to be used by the students both at school and at home. In 2021, the district achieved this goal and every student now has a device. Meeting this goal is only the first step. Now the district is working to make sure funds are available annually to continue this program.

Internet access plays a key role in our 1 to 1 learning initiative. Lakeland uses Google as its LMS. Teachers and students use many of Google's features to help facilitate their class instruction. Access to Google and the many applications used by teachers and students requires an internet connection. The district, in 2020, upgraded its internet capacity to ensure every teacher and student was able to access all the resources they needed while in school. As part of this plan and as a new goal of the district, Lakeland is working on identifying those families that might be lacking the internet capacity at home. We want every student to have the ability to get to “all” their resources, both at school and at home. The state has implemented a new reporting element this year, a digital equity survey. This survey is helping the district identify those families that may need further assistance.

Lakeland is also trying to be a good partner with its community. Lakeland is preparing to open its facilities, such as its libraries, to allow for much needed resources and access for those that may be lacking. As part of this plan, the district is drafting infrastructure upgrades that will promote learning and bring 21st technology to major areas and classrooms throughout all buildings.

Finally, with any new initiative, there needs to be professional development. As infrastructure is updated and technology changes, staff will be trained on the best practices. Through professional development the district guarantees these tools will be fully utilized within everyday lessons plans, benefiting all students.

- 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.**

Our goal is for every student to participate in the general curriculum offered in the district. We have designated two employees, an Occupational Therapist and a speech teacher, as the Assistive Technology experts. These two individuals conduct assistive technology assessments on a regular basis. They stay abreast of the new and emerging technologies that address the needs of students with disabilities and have become the district experts in this field. They work closely with teachers and students to ensure we find the best solution for all learners. We have an Assistive Technology Assessment Protocol in place that is followed which includes referral, needs assessment, identification of desired outcomes, device trials, staff training to assist students, implementation plans and follow up assessment and evaluation. Devices are configured to meet students' individual needs in order to provide multiple means of representation (e.g., visual, auditory supports), action and expression (e.g., alternate means for response and navigation), and engagement. Devices are procured and provided when existing devices cannot be modified. We provide this service to nonpublic schools in our district as well and work closely with our local BOCES to ensure that we plan for and implement procedures that provide assistive technology to all within our purview.

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 02/24/2022

- 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)

- 4a. If 'Other' was selected in Question 4 above, please explain here.**

Video Conferencing is used to bring in learning content that is not available to the district.

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

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

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

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

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 02/24/2022

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

Yes

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

In the 5 languages most commonly spoken in the district

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

(No Response)

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

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

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 02/24/2022

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 type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment. | <input checked="" 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 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 checked="" type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues. |
| <input checked="" type="checkbox"/> Create a survey to obtain information/about students' living situations./contact information./access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs. | <input checked="" type="checkbox"/> Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website. | <input 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 type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)./ | <input type="checkbox"/> Other (Please identify in Question 9a, below) |
| <input checked="" type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity. | <input checked="" type="checkbox"/> Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content. | |

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

Page Last Modified: 02/24/2022

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.

- 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.

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 03/31/2022

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	5.00
Technical Support	13.00
Totals:	20.00

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	N/A	3,500,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input checked="" 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 checked="" type="checkbox"/> Smart Schools Bond Act <input checked="" type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	BOCES IPA
2	Professional Development	N/A	100,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	N/A

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 03/31/2022

	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	10,000,000	One-time	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input checked="" type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input checked="" type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	BOCES IPA
4	Internet Connectivity	N/A	75,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	BOCES IPA

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 03/31/2022

	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 checked="" type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
Totals:			13,675,000			

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.**

http://lakelandschools.org/departments/technology/technology_plan_and_aup.php

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: 12/22/2021

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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 12/22/2021

	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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 12/22/2021

	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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 12/22/2021

	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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 12/22/2021

	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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