

**2022-2025 Instructional Technology Plan - 2021**

I. District LEA Information

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

Nick Aiello

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

Other

- 2a. **If 'Other' was selected in Question 2 above, please identify the title.**

Technology Coordinator

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

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

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**1. What is the overall district mission?**

In preparing individuals to develop their fullest potential for living in the society of today and tomorrow, the Board of Education and the staff of the School District:

I. Recognize their responsibility to help meet the physical, intellectual and emotional needs of children, particularly the needs to inquire, learn, think, and create, to establish aesthetic, moral and ethical values, and to relate satisfactorily to others in social situations involving family, work, government, and recreation.

II. Accept primary responsibility for giving students a mastery of the basic skills of learning, thinking and problem solving; for teaching them to use various media of self-expression; for instilling in them a knowledge of the social and natural sciences; for acquainting them with the richness of our heritage; and for stimulating them to productive work in various areas of human endeavor.

III. Acknowledge the importance of their supplemental role to the home and other social agencies in developing habits and attitudes which make for effective personal living, the maintenance of optimum physical and mental health, and the establishment of sound moral, ethical, and aesthetic values.

Realizing that education, as here defined, is a lifelong process, the School System seeks to orient its graduates toward various types of post-secondary education and further formal training and study of many types, and to provide educational opportunities particularly suited to the needs of adults, both as individuals and as citizens in a democracy.

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

The Tioga Central School District has a responsibility and mission to introduce and teach our students all methods of current and breaking technological advances, to set goals and standards for the competent use of these advances, and to integrate technology with the grade level and subject area curricula in line with New York State Standards and Assessment and the American Association of School Librarians. It is the philosophy of Tioga Central that technology is a tool of which the use can enhance instructional and learning styles and connect our school community with the world's informational resources.

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

The planning process used to develop Tioga Central's Instructional Technology Plan includes continued collaboration of administrators – including building principals, technology director, technology coordinator, and the superintendent of the district – to meet on a consistent basis to discuss, develop, and execute the district's instructional technology plan.

An instructional technology planning committee has been formed with representatives from various stakeholder groups - administrators, teachers, parents, and community members. The outcomes established by our ITP committee are to carry out the vision, goals, and solutions of the instructional technology plan in a fiscally responsible and timely manner.

Teacher input is continuously used to determine how technology hardware and software will be utilized to enhance and drive instructional and assessment strategies.

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

The District's Instructional Technology Plan builds upon our previous three-year plan as well as the learning experiences of remote teaching and learning during the Covid-19 pandemic. Collaborating with all stakeholders, we discussed the positive effects and drawbacks experienced by administrators, teachers, parents, and students. We realize the advantages technology can have on student-learning and supporting teacher instruction, however the importance of having students in-school interacting with teachers, peers, and others was also evident.

Through collaborative discussion the planning committee identified the strengths and areas of improvement based upon our previous three-year plan.

We will continue to incorporate technology in our learning curriculum to develop students computer literacy while also using technology to supplement the development of students 21st Century skills. Furthermore, we will continue to assess which software and hardware has the most significant impact on student learning. The District intends to keep monitoring all goals of our technology plan, past and present, to ensure we are utilizing technology in such a way that has the most direct impact on student learning while also being fiscally responsible.

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

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

The Covid pandemic created a variety of experiences for our low-income rural school district. The positive effects and drawbacks experienced by administrators, teachers, parents, and students were key to moving forward with our instructional technology plan.

Before Covid we had purchased enough Chromebooks in a fiscally responsible manner over a five year period to allow us to be 1:1 in grades 1-12. However, at the time, Chromebooks did not travel home with students due to lack of internet access for all students and to limit potential problems with Chromebooks traveling between home and school. When remote learning was necessary, we were able to quickly distribute chromebooks to all students in grades 7-12 to be used at home. Chromebooks in grades 1-6 were sent home on an 'as-needed' basis. Currently, we continue to provide 1:1 student devices in grades 1-12 and have chromebook carts in each PreK & K classrooms to be used for technology based activities. At this time, only students in grades 10-12 are able to take their chromebooks between school and home.

While working remotely, the district utilized Google Classroom as our learning platform. We will continue to utilize Google Classroom and other softwares to build upon our blended learning platform in all schools, but realize internet connectivity varies greatly for students' residences in our rural school district.

When schools first needed to transfer to remote learning in March 2020, we needed to provide quick trainings on how to use Google Classroom. As we move forward, we believe additional professional development is necessary. We will continue to monitor and discuss best practices for integrating 1:1 devices in the classroom. Computer literacy, student collaboration, and assessment of student learning will be the focus of instructional design. Moving forward, we will continue to listen to, address, and discuss feedback from parents and community stakeholders as they too shared in the experience of remote learning. In navigating the role technology will play in our post-pandemic world, it will be important to listen to and consider the opinions of all stakeholder groups as we make decisions at the administrative level.

**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)**

Each student in grades 1-12 has a dedicated device assigned to them. However, only grades 10-12 use their device both in school and their place of residence. Grades 7-9 students have devices assigned to them and pickup their Chromebooks in homeroom each school day and return them to their respective charge carts at the end of each school day. Grades 1-6 have Chromebook carts that stay in the student's primary classroom. Each student in grades 1-6 have a Chromebook designated to them.

PreK and K have enough chromebooks in each classroom on charge carts to complete 'station-work' and for small group activities. However, chromebooks are not designated to specific students.

**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.**

Tioga Central's Professional Development plan is focused on raising student achievement and preparing all students for success. Several factors contribute to the ability of students to graduate from high school and be successful in college or a career, and computer literacy is an important component of post-graduate success.

Tioga CSD has developed and executed our technology plan specific to our districts needs to support a 1:1 learning environment. The purpose of this 1:1 integration is to provide teachers and students equitable access to technology to improve student learning and generate data that can be used to continuously improve the education of our students.

To support a 1:1 environment, Tioga CSD will use ongoing professional development to enhance the integration of technology in the classroom and student learning. Professional development will be provided primarily by Broome-Tioga BOCES, district staff, and the Tioga County Teacher Center. Opportunities for professional development will be offered annually within the district on Superintendent Conference Days. Teachers may also utilize Broome-Tioga BOCES and the Tioga County Teacher Center for approved professional development opportunities throughout the year.

**Our Instructional professional development plan will be evaluated at the teacher and administrator level. Teachers will convene four times a year during superintendent conferences days discussing both needs and quality of PD with regard to infusing the 1:1 devices within classroom instruction. In addition, teachers will report on the data from purchased software used within their classrooms to evaluate and shift instructional practices. The Technology coordinator (who is also a teacher) will compile results and comments from these meetings and work with the administrative team to guide future PD. Through classroom observations, the administrative team will evaluate the use of technology and the improvements from prior professional development opportunities. Comments from the administrators will also be made to the Technology Coordinator who works with the curriculum Instructional coach to improve future PD.**

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II. Strategic Technology Planning

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

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

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

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:**

Fully

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**2022-2025 Instructional Technology Plan - 2021**

IV. Action Plan - Goal 1

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**1. Enter Goal 1 below:**

Students will be able to interact successfully in a technological environment and develop skills necessary to compete and work within future careers in the 21st century. The Tioga Central School District identified weaknesses within both staff and students when forced to instruct remotely. Implementing immediate professional development to meet the needs of staff and students has now been integrated into consistent professional development to assure readiness for instructional shifts in the future. Through feedback from various stakeholders, Tioga has targeted key skills for success in technological learning environments expanding students abilities to learn and adapt to the ever-changing world of technology.

**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.**

Tioga CSD will utilize individualized instructional software including but not limited to - Google Classroom, STAR Renaissance, CastleLearning, IXL, McGraw Hill - My Math, and VOCES Spanish. Not only will students use this software independently, data collected will be used to individualize instruction in the classroom. Now that our student device plan is complete (from our previous three-year plan), we will continuously compare the effectiveness of technology integration by using state test data to evaluate the impact of our technology plan on student learning. The results from our K-12 career exploration program will identify not only possible careers, but the technology skills necessary to be successful in those careers. At the high school level, the guidance department will partner with the administrative team to align 21st century skills necessary for college and career readiness.

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

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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Budgeting	Tioga CSD will continue to be fiscally responsible in our budgeting plan for purchasing 1:1 wireless devices to maintain our current 1:1 status. Our budget plan for wireless devices is currently on a 5-year replacement cycle.	Superintendent	Technology Coordinator	07/01/2025	110000
Action Step 2	Infrastructure	Utilizing Erate Funding and local funds, the district will maintain a solid wired infrastructure for our district, and update as needed. We will maintain all wireless access points and continuously work to improve connectivity between data closets and our wireless network	Other (please identify in Column 5)	Technology Coordinator	07/01/2025	40000
Action Step 3	Implementation	Tioga CSD will collaborate with Broome-Tioga BOCES Managed IT Services on the implementation and integration of wireless devices in the classroom.	Other (please identify in Column 5)	Technology Coordinator	07/01/2025	0
Action Step 4	Evaluation	The following stakeholders will meet (3)three times a year during the 2022-23,2023-24, & 2024-2025 school years on the available days - October Superintendent Conference Day, March Superintendent	Other (please identify in Column 5)	Technology Coordinator	06/27/2025	0

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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		Conference Day, and one day during the last full week of June. The goal will be to evaluate the effectiveness of one-to-one devices on student learning in the classroom and establish changes and/or adjust goals based on input from teachers, students, and committee members. Committee Leader - Nick Aiello (Technology Coordinator) Community Member - Kathy Cook Parent - Angela Engelbert Teachers - Meghan Goforth (HS Spanish), Jenna Stedge (4th Grade), Abbie Macumber (6th Grade), Jill Darpino (HS- Science) Consultants - Josh Roe (Superintendent & Technology Director)				

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)



2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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

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**2022-2025 Instructional Technology Plan - 2021**

IV. Action Plan - Goal 2

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**1. Enter Goal 2 below:**

Teachers will integrate technology as instructional and assessment tools. Staff will be able to interact successfully in a technological learning environment and develop skills necessary to instruct and prepare students for the 21st century. The Tioga Central School District identified weaknesses and lack of exposure to alternate learning platforms when forced to instruct remotely. Implementing immediate professional development to meet the needs of staff has now been integrated into consistent professional development to assure readiness for instructional shifts in the future. Through feedback from various stakeholders, Tioga has targeted key skills for success in teaching in technological learning environments expanding students abilities to learn and adapt to the ever-changing world of technology.

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

Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies

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

- |  |  |
|--|--|
| <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.**

Integration of technology of 1:1 devices and alternate instructional platforms will be evaluated by the APPR observation rubric. Each instructional unit should incorporate student use of technology and data should be collected through assessment tools available through various software mechanisms. Data from state assessments should be used to reinforce or adjust the use of software and digital learning platforms in the classroom. The use and effectiveness of alternate learning platforms will be observed by the administration. Student computer literacy will be consistently evaluated through the ability to engage in the alternate instructional platforms within the classrooms.

**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.**

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Professional Development	Teachers will be provided professional development opportunities during superintendent conference days. Professional development will be delivered by Broome-Tioga BOCES, District Staff, Tioga County Teacher Center, or other available resources. Professional Development will concentrate on the integration of Google Classroom, Google Drive, Classroom Interactive Displays, and Chromebook use in the classroom.	Other (please identify in Column 5)	Technology Coordinator	06/27/2025	10000
Action Step 2	Collaboration	Teachers will collaborate, continue researching, and integrating available educational websites and applications to enhance student achievement. Examples of educational websites and/or learning management systems we currently utilize are STAR Renaissance, IXL, Google Classroom and Castle Learning. Data collection from these websites are used to enhance instruction and meet the needs of students.	Building Principal	Technology Coordinator	06/27/2025	0
Action Step 3						

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Collaboration	During grade level meetings, and available time during superintendent conference days, teachers will collaborate across grade levels and multiple content areas to share best practices and how to enhance the use of technology as an instructional and assessment tool in the classroom.	Building Principal	Technology Coordinator	06/27/2025	0
Action Step 4	Evaluation	The following stakeholders will meet (3)three times a year during the 2022-23,2023-24, & 2024-2025 school years on the available days - October Superintendent Conference Day, March Superintendent Conference Day, and one day during the last full week of June. The goal will be to evaluate the effectiveness of one-to-one devices on student learning in the classroom and establish changes and/or adjust goals based on input from teachers, students, and committee members. Committee Leader - Nick Aiello (Technology Coordinator) Community Member - Kathy Cook Parent - Angela Engelbert Teachers - Meghan	Other (please identify in Column 5)	Technology Coordinator	06/27/2025	0

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		Goforth (HS Spanish), Jenna Stedge (4th Grade), Abbie Macumber (6th Grade), Jill Darpino (HS- Science) Consultants - Josh Roe (Superintendent & Technology Director)				

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

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**1. Enter Goal 3 below:**

Tioga Central School District will integrate digital citizenship into the K-12 curriculum. Due to the COVID pandemic, this is an area we feel got neglected from our last instructional technology plan. The Tioga Technology committee consisting of administrators, teachers, parents, and superintendent identified concerns for our students navigating forced instructional shifts as well as exposed safety concerns within the internet usage. The committee was very intentional in initiating a student oversight protection through GoGuardian. From the data and flags from this program, instructional targets have been created to give students skills to use the internet in a more safe and responsible manner. GoGuardian data will continue to be our evaluation metric for student internet use.

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

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

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

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

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

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

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

We will include digital citizenship instruction as part of our regular curriculum pedagogy in grades 3-6. In the MS and HS, Tioga CSD will integrate digital citizenship into their health and general education curriculum.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	The Instructional Technology Plan	Other (please	Technology Coordinator	06/27/2025	0

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IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		Committee will meet to discuss and develop a digital citizenship curriculum that will engage students and help them understand the realities, rewards, and pitfalls of digital communities.	identify in Column 5)			
Action Step 2	Curriculum	A digital citizenship curriculum will be researched, developed, and integrated into the classroom. Grade Levels - Objectives Grades 3-6: What is digital citizenship? And how can we be good digital citizens...Middle School: Safety and Security in the Digital Age High School: Interacting in a Positive Digital Environment Key Resource - <a href="http://www.common Sense.org">www.common Sense.org</a>	Other (please identify in Column 5)	Technology Coordinator	06/27/2025	0
Action Step 3	Professional Development	Professional Development will be provided for teachers to learn their role in the digital citizenship curriculum and how to integrate digital citizenship into their classroom.	Other (please identify in Column 5)	Technology Coordinator	06/27/2025	0
Action Step 4	Budgeting	Tioga CSD will purchase and continue to use GoGuardian Admin ( <a href="http://www.goguardian.com">www.goguardian.com</a> ) as a Chromebook Classroom Management tool to	Other (please identify in Column 5)	Technology Coordinator	06/27/2025	7500

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IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		oversee, protect and guide student use of technology in the district.				

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	Evaluation	The following stakeholders will meet (3)three times a year during the 2022-23,2023-24, & 2024-2025 school years on the available days - October Superintendent Conference Day, March Superintendent Conference Day, and one day during the last full week of June. The goal will be to evaluate the effectiveness of one-to-one devices on student learning in the classroom and establish changes and/or adjust goals based on input from teachers, students, and committee members. Committee Leader - Nick Aiello (Technology Coordinator) Community Member - Kathy Cook Parent - Angela Engelbert Teachers - Meghan	Other (please identify in Column 5)	Technology Coordinator	06/27/2025	0



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IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		Goforth (HS Spanish), Jenna Stedje (4th Grade), Abbie Macumber (6th Grade), Jill Darpino (HS- Science) Consultants - Josh Roe (Superintendent & Technology Director)				
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

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

**2022-2025 Instructional Technology Plan - 2021**

V. NYSED Initiatives Alignment

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

Tioga CSD believes teaching and learning excellence is enhanced with the equitable application and use of technology as an instructional, learning, management, and communication tool. Learners will be able to interact successfully in a technological environment to achieve their personal, education, and workplace goals. They will skillfully use technology to access, retrieve, and use information school-wide, community-wide, nationally, and internationally.

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.**

Tioga CSD continues to work toward equitable access to technology for all students in a fiscally and realistic manner. As a low-income rural district we continue to analyze and seek ways to improve our students exposure to the use of technology and computer literacy relative to 21st century skills. In the short-term, Tioga CSD will continue to provide 1:1 devices in grades 1-12 and devices in both prek & K classrooms. We will also work to maintain and improve our network infrastructure across all buildings to support device use and allow teachers to successfully incorporate computer-based learning in the classroom. We will also seek to expand in technology instruction through hired personnel and computer-based curriculum to enhance students computer literacy.

In the long-term, Tioga CSD will continue to work on a solution to the biggest obstacle we face to learning "everywhere, all the time", which is internet access for students outside of the district's walls. Some students live in such remote areas that they lack the ability to have reliable internet access or cell service for hotspots. This will continue to be a hardship for many of the students in our district and a permanent solution to this obstacle will remain for the foreseeable future.

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.**

At Tioga Central School our students with disabilities follow the same practice as our general education students. When they need enhancements, it is outlined under assistive technology in their IEP's. We are currently including the use of Chrome books in IEP's. The district provides 1:1 Chromebooks for all students with disabilities, as well as iPads if requested by the district's Committee on Special Education. Student specific software is also supported. This hardware and software are provided upon request to benefit students with special needs.

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)

**2022-2025 Instructional Technology Plan - 2021**

## V. NYSED Initiatives Alignment

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

- |  |  |
|--|--|
| <input 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 type="checkbox"/> Technology to support writers in the secondary classroom                                    | <input type="checkbox"/> Multiple ways of assessing student learning through technology  |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital world                              | <input 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 type="checkbox"/> Integrating technology and curriculum across core content areas   |
| <input 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)

- 6a. **If 'Other' was selected in Question 6 above, please explain here.**

No ELL Students at this time

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:**

Other (please explain in Question 7b, below)

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

We are prepared to use instructional technology for English Language Learners if needed.

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## V. NYSED Initiatives Alignment

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

- |  |  |
|--|--|
| <input type="checkbox"/> Technology to support writers in the elementary classroom               | <input type="checkbox"/> Multiple ways of assessing student learning through technology  |
| <input type="checkbox"/> Technology to support writers in the secondary classroom                | <input 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 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 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 type="checkbox"/> The power of technology to support language acquisition                 | <input checked="" type="checkbox"/> Other (please identify in Question 8a, below)        |
| <input type="checkbox"/> Using technology to differentiate instruction in the language classroom |  |

- 8a. If 'Other' was selected in Question 8 above, please explain here.**

No ELL students at this time

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## V. NYSED Initiatives Alignment

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

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website.   | <input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district.   | <input checked="" type="checkbox"/> Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work. |
| <input type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.   | <input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed.  | <input type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./   |
| <input type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment.   | <input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.   | <input type="checkbox"/> Provide online mentoring programs.   |
| <input 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 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 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 type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.   | <input checked="" type="checkbox"/> Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.   |   |

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

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

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

**10a. If 'Other' was selected in Question 10 above, please explain here.**

The district does not use instructional technology to facilitate culturally responsive instruction

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

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

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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	0.20
Instructional Support	0.20
Technical Support	1.30
<b>Totals:</b>	<b>1.70</b>

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	110,000	Annual	<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 type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	Internet Connectivity	n/a	30,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Professional Development	n/a	10,000	Annual	<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 type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	n/a
4	Instructional and Administrative Software	n/a	10,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	n/a



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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> 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	
<b>Totals:</b>			<b>160,000</b>			

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

Not Applicable

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

www.tiogacentral.org  
 (2018-2021 Instructional Technology Plan - 2018 - Annually - 2018 - TIOGA CSD (tiogacentral.org))

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

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VII. Sharing Innovative Educational Technology Programs

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

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

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

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

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

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

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

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

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

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	Name of Contact Person	Title	Email Address	Innovative Programs
				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

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.