

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?**

Mark Wixson

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

Assistant Superintendent

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 - 2021II. Strategic Technology Planning

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1. What is the overall district mission?

The Mission of the Vernon-Verona-Sherrill School District is to nurture and support students for success in life, preparing them to embrace challenges, learning opportunities, diversity, and civic responsibility.

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

The Vernon-Verona-Sherrill School District aspires to be valued as a district of distinction by our community.

For continuity and consistency, this is the vision that drives all programs.

The aspiration for the use of instructional technology in the district is that students will be provided with the tools, software, programs, and instruction that will ensure they are college, career, and life ready.

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.

For VVS, the Instructional Technology Plan is a three-year plan that is evaluated, revised, updated, and reviewed and approved by the Board of Education on an annual basis. The District Technology Planning Team facilitates the evaluation, review, and revision of the plan. The team is comprised of the five building principals representing each instructional building, each building's Library Media Center Specialist, faculty members from each building, including Teacher Leaders (curriculum directors), and Special Education Coordinator (pupil personnel services), District Technology Support Specialists, District Instructional Technology Support Specialists, the Regional Information Center Technology Planning Specialist, the District's Model Schools representative, The Assistant Superintendent for Instruction and Technology, Board of Education Members, and community and parent members. The Team meets monthly with a standing agenda item to include an ongoing evaluation of the plan. The members of the team act as liaisons to the faculty, students, and community, gathering input from them as to the effectiveness of the plan. The input is then shared back with the Team during monthly meetings. In the spring of each year, the Team reviews the minutes from each monthly meeting to evaluate and make modifications to the plan. The draft plan is then shared back through the buildings for final feedback and input, with the final plan reviewed and recommended by the Superintendent for Board of Education approval. Team has evolved over time into an Instructional Technology Integration Professional Learning Community (PLC), following the *Data Wise* format, using collaborative data inquiry regarding instructional technology integration to drive continuous improvement of teaching and learning for all students.

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 Technology Planning Team, (Instructional Technology Integration PLC) used the same planning process as it did for the previous three-year plan, as described in question 3 above. The Team found this process to be successful in the past. The Team began the planning process this year with a survey provided to all stakeholders, designed to assess and evaluate the degree to which the District met its three goals from the previous plan. The previous plan was focused on ACHIEVING a fully 1:1 environment for faculty and students, an infrastructure that is sufficient to support the 1:1 environment with hi-speed broadband devices available to all students and families for remote learning, and training to support our faculty, students, and families in engaging the digital learning and communications platforms. The survey results told us that we made significant progress towards these ends. 88% of those surveyed reported that the District fully met goal #1. 83% of those surveyed reported that the District fully met goal #2. 73% of those surveyed reported that the District fully met goal #3. The District's new goals address these results and expand on the previous goals by focusing not only on fully ACHIEVING the previous goals, but now adding the new challenge of MAINTAINING the success made over the previous three years.

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

Going into the pandemic, the District was almost fully 1:1 for faculty and students. All faculty, and all students in grades 2-12 were 1:1 through devices provided by the District. Through the District's State Hardware Aid funds and the new Emergency Connectivity Fund, the District was able to bridge the gap over the first year of the pandemic to complete the saturation of Chromebook devices to fully 1:1 for all students in grades PreK through 12. We were also in good shape with for platforms that we could use to deliver remote instruction. The District had been using Google Classroom and SeeSaw for a period of time before the pandemic and faculty were proficient enough in using it for in-person learning, that we were able to transition to remote learning with at least some degree of comfort. The first big hurdle however was bridging the gap in the availability of adequate, equitable, and reliable hi-speed internet access for our students and families to engage in remote learning from home. Fortunately, within only a few days, we were quickly able to secure about 20 AT&T MiFi hotspots and 40 AT&T cell phones, both with unlimited data that, through a student and family survey, we were able to deploy to any and all families requesting one free of charge. Follow up surveys reported 100% of our students and families being able to engage in remote learning, although some that were not in an area which received cellular data had to do so from a friend or family member's home and were able to use their District provided hotspot there. Eventually, the District purchased an additional 75 Kajeet hotspot devices with unlimited data through an agreement with the Mohawk Regional Information Center. This gave us the capacity for any additional requests, particularly from families with several students in the home needing to engage in simultaneous remote learning. While our faculty was pretty comfortable with the learning platforms used for remote learning, we quickly discovered that our students and parents were not so comfortable and experienced with them. Being digital natives, our students' learning curve was pretty quick. However, our parents needed much more support. From the technical side, we established a tech hotline for faculty, students, and parents to call and speak with one of our technology support specialists for on-demand assistance with technical matters. To address challenges with the learning and communication platforms, our faculty and technology coaches created digital training content and mailings to assist our parents in supporting their children's engagement in their remote learning. We also continued to provide synchronous and asynchronous professional development for our faculty to continue to build their proficiency in the learning and communication platforms. Our new plan capitalizes on the capacity we have developed and what we have learned from the experience to further enrich and embed instructional technology integration into our in-person learning, and further extending the learning into the remote environment. Many of the blended learning instructional strategies that were employed during fully remote instruction and that have showed promise for better and deeper learning have continued to be implemented or at least modified to be delivered in the in-person and blended learning environments.

6. Is your district currently fully 1:1?

Yes

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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 goal of the District's Professional Development Plan is to provide whatever professional development is needed to those that need it in a manner which is flexible enough to accommodate diverse schedules and learning styles of administrators, faculty, and staff. The Instructional Technology Integration Planning Team (ITI PLC) works closely with District's professional development planning team (PDP) to ensure that needs of the faculty in integrating technology are incorporated in District's professional development plan. Each building school improvement team (SIP) communicates professional development needs of its faculty with regards to technology integration to the ITI PLC. The ITI PLC then discusses how to best address needs and communicates that each spring to the PDP Team. The PDP Team works closely with Superintendent of Schools in the creation of the annual professional development plan. The activities and opportunities in the plan are carried out throughout the year including summer and school breaks, and take place at various times, and through many different types of synchronous and asynchronous learning environments. They may take place during Superintendent's Conference Days, summer or school vacation tech camps, faculty meetings, release time workshops, after school, during faculty planning time, department meetings, team meetings, or as online courses developed in-house through faculty and staff, through BOCES Staff and Curriculum Development, or through the Teacher Center, as just a few examples. The topics identified in the plan are those that are needed by our faculty and staff at the time. We continually adjust the plan to adapt to the needs of faculty and staff. New faculty may need PD in the various learning management and communication systems supported by the district, such as Google, SMART, Office 365, SeeSaw, Parent Square, etc. Other faculty may desire PD in flipped classroom, the SAMR model, synchronous and asynchronous blended and remote learning, or learning through social media. Others may need PD in managing their school webpage or Google site. In our experience, we have found that identifying exactly what will be taught, when it will be taught, and who it will be taught to years or even months in advance is not productive. We have found that it is more advantageous, and we can provide more professional development opportunities, by continuing to be able to pivot and expand our menu of on-demand offerings, and the capacity of in-house turn-key trainers, while being flexible in the manner and time in which we deliver professional development.

Year	Topic	Audience	Method of Delivery
2022-2023	Chrome Books/Go Guardian Grades		
	pK-12		
	SAMR model for instructional technology integration		
	SMART Notebook/SMART Apps		
	Google Classroom/Google Apps		
	SeeSaw		
	Office 365		Face to Face, Remote (Google Meet/Zoom), TurnKey Trainers,
	Flipped Classroom		Webinars, Synchronous and
	Blended and Remote Learning		Asynchronous Online Courses,
	Synchronous and Asynchronous Learning	Teachers, Administrators, Support Staff	BOCES Staff Development, Teacher Center, Model Schools, Tech Camps
2023-2024	Video/Digital Content Creation		
	Parent Engagement Through Technologies		
	Parent Square		
	Social Media		
	*New District Website - Campus Suite		
	Assistive Technology		
	Chrome Books/Go Guardian Grades		
	pK-12		Face to Face, Remote (Google Meet/Zoom), TurnKey Trainers,
	SAMR model for instructional technology integration		Webinars, Synchronous and
	SMART Notebook/SMART Apps	Teachers, Administrators, Support Staff	Asynchronous Online Courses, BOCES Staff Development, Teacher Center, Model Schools, Tech Camps

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	<p>Flipped Classroom Blended and Remote Learning Synchronous and Asynchronous Learning Video/Digital Content Creation Parent Engagement Through Technologies Parent Square Social Media *New District Website - Campus Suite Assistive Technology</p> <p>Chrome Books/Go Guardian Grades pK-12 SAMR model for instructional technology integration SMART Notebook/SMART Apps Google Classroom/Google Apps SeeSaw Office 365</p>	<p>Teachers, Administrators, Support Staff</p>	<p>Face to Face, Remote (Google Meet/Zoom), TurnKey Trainers, Webinars, Synchronous and Asynchronous Online Courses, BOCES Staff Development, Teacher Center, Model Schools, Tech Camps</p>
<p>2024-2025</p>	<p>Flipped Classroom Blended and Remote Learning Synchronous and Asynchronous Learning Video/Digital Content Creation Parent Engagement Through Technologies Parent Square Social Media *New District Website - Campus Suite Assistive Technology</p>		

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

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

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

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

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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IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Ensure that all students and faculty CONTINUE TO HAVE equitable and adequate access to 1:1 instructional technology devices, including assistive technology for students with disabilities.

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

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

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

- | | |
|--|--|
| <input 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.

In order to ensure that all students and faculty CONTINUE TO HAVE equitable and adequate access to 1:1 instructional technology devices, including assistive technology for students with disabilities, the District must provide the resources necessary. These resources include continued financial and organizational support for: instructional technology support specialists; a device for every student preK-12; replacement cycle for devices not to exceed four years of useful life; efficient and effective repair program for damaged or inoperable devices; and a sufficient inventory reserve to replace damaged or inoperable devices on-demand. The District currently uses an inventory database which documents and aligns each student and faculty member with their specific device, age of device, and useful life. This database will be monitored and evaluated to determine the number of devices necessary to maintain an on-demand inventory, and the number of new devices that will need to be purchased in each year throughout the term of this plan. The results of this analysis will be provided to the Assistant Superintendent for Finance and Operations for recommendation, costing out, and inclusion in the District's annual budget. The benchmark shall, on an annual basis, be full 1:1 device saturation for all students and faculty, with 5% on-demand inventory, with no device in service older than 4 years old. The District currently has 3 technology support specialists on staff to support the District's infrastructure and devices. A recommendation will be made annually to the Assistant Superintendent for Finance and Operations to maintain these positions in the budget and, if possible, to add one additional position by the end of the term of this plan. The success of this recommendation will be determined by the extent of the continued State, Federal, and local budgetary and organizational support. The District operates a student participation Acer Chromebook repair program. This goal will include expanding the number of students able and available to participate in this program by three students annually over the term of the plan. The success will be measured by the number of students trained and participating on a daily basis.

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,

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IV. Action Plan - Goal 1

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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	Evaluation	Technology Support Services Team analyze the technology inventory database and determine the number of chromebooks that will need to be purchased to maintain a 5% on-demand inventory. Results of the analysis shall be provided to the Assistant Superintendent for Finance and Operations. This action step shall occur annually through the duration of the plan. The anticipated date of completion listed is the date for this action step in the first year of the plan. Rather than repeat this step three times, one for each year of the plan, it should be understood that this step should be completed annually by the end of January each year of the plan.	Other (please identify in Column 5)	District Tech Support Team Leader	01/31/2023	\$0
Action Step 2	Evaluation	Technology Support Services Team analyze the technology inventory database and determine the number of chromebooks that will exceed their useful life (District benchmark is greater than four years old) and will	Other (please identify in Column 5)	District Tech Support Team Leader	01/31/2023	\$0

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		<p>need to be purchased to maintain a fully 1:1 device saturation for all faculty and all students in grades preK-12. Results of the analysis shall be provided to the Assistant Superintendent for Finance and Operations. This action step shall occur annually through the duration of the plan. The anticipated date of completion listed is the date for this action step in the first year of the plan. Rather than repeat this step three times, one for each year of the plan, it should be understood that this step should be completed annually by the end of January each year of the plan.</p>				
Action Step 3	Budgeting	<p>Assistant Superintendent for Finance and Operations shall use the information provided by the Technology Support Services Team to cost-out the budgetary impact on an annual basis. This action step shall occur annually through the duration of the plan. The anticipated date of completion listed is the date for this action step in the first year of the plan. Rather than</p>	Assistant Superintendent	N/A	01/31/2023	\$368,000

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		repeat this step three times, one for each year of the plan, it should be understood that this step should be completed annually by the end of January each year of the plan.				
Action Step 4	Planning	Assistant Superintendent for Finance and Operations shall collaborate with the Superintendent and Board of Education to plan for and commit the necessary funds (on an annual basis) for a three-year preK-12 implementation plan, which utilizes multiyear financing, State Hardware Aid monies, E-rate funding, and general budgetary funds. This action step shall occur annually through the duration of the plan. The anticipated date of completion listed is the date for this action step in the first year of the plan. Rather than repeat this step three times, one for each year of the plan, it should be understood that this step should be completed annually by the end of February each year of the plan.	Assistant Superintendent	Superintendent and Board of Education	02/28/2023	\$0

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

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Purchasing	Assistant Superintendent for Finance and Operations shall work with central office staff and Technology Support Services Team to identify the specific devices to be purchased, secure final quotes, and issue purchase orders to vendors for the devices to be purchased on an annual basis for a three-year preK-12 implementation plan, which utilizes multiyear financing, State Hardware Aid monies, E-rate funding, and general budgetary funds. This action step shall occur annually through the duration of the plan. The anticipated date of completion listed is the date for this action step in the first year of the plan. Rather than repeat this step three times, one for each year of the plan, it should be understood that this step should be completed annually by the end of June each year of the plan.	Assistant Superintendent	Central Office Staff and Technology Support Services Team	06/30/2023	\$0
Action Step 6	Implementation	Assistant Superintendent for Finance and Operations to work with Technology Support Services	Assistant Superintendent	Technology Support Services Team	09/30/2023	\$0

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		Team to develop and implement a plan to effectively and efficiently roll out new devices and collect devices exceeding their end of useful life. This action step shall occur annually through the duration of the plan. The anticipated date of completion listed is the date for this action step in the first year of the plan. Rather than repeat this step three times, one for each year of the plan, it should be understood that this step should be completed annually by the end of September each year of the plan.				
Action Step 7	Budgeting	Assistant Superintendent for Finance and Operations shall recommend to the Superintendent and Board of Education that, in consideration of the increasing demands on the current Technology Support Services Team due to the expansion to a fully 1:1 device environment with corresponding demand for management of District-provided at home WiFi devices, they consider adding an additional	Assistant Superintendent	Superintendent and Board of Education	01/31/2023	\$80,000

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		Technology Support Specialist position by the end of the term of the plan. Assistant Superintendent for Finance and Operations shall provide the Superintendent and Board of Education with the financial impact for consideration by the end of January 2023 and will revisit annually thereafter.				
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

Ensure that the District's technology infrastructure CONTINUES TO fully support 1:1 computing with adequate, equitable, and reliable ON-CAMPUS AND REMOTE HI-SPEED connectivity to the internet and online resources, including assistive technologies for students with disabilities.

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.

In order to ensure that the District's technology infrastructure CONTINUES TO fully support 1:1 computing with adequate, equitable, and reliable ON-CAMPUS AND REMOTE HI-SPEED connectivity to the internet and online resources, including assistive technologies for students with disabilities. the District must provide the resources necessary. These resources include continued financial support for: sufficient bandwidth within and between buildings necessary to support adequate, equitable, and reliable internet and online digital learning content; sufficient, adequate, and reliable switches, servers, access points, and cabling necessary to support digital traffic and the access and transfer of digital learning content; sufficient inventory of on-demand WiFi hotspots for students, families, and faculty who do not have home access to adequate and reliable hi-speed internet connectivity; WiFi enabled buses for students to engage in remote learning in transit; and instructional technology support specialists to support the demands of maintaining the infrastructure. The District works with the Mohawk Regional Information Center to perform an annual analysis of its bandwidth and infrastructure, including switches, servers, access points, and cabling. The District will continue to use this analysis as a benchmark and rationale for recommendations to the Assistant Superintendent for Finance and Operations for costing out and inclusion in the District's annual budget. The District surveys students, families, and faculty on an annual basis to determine the number of on-demand available WiFi hotspots needed to ensure that each have home access to adequate and reliable hi-speed internet connectivity. The District will continue to use this survey as a benchmark and rationale for recommendations to the Assistant Superintendent for Finance and Operations for costing out and inclusion in the District's annual budget. The District currently has 3 technology support specialists on staff to support the District's infrastructure and devices. A recommendation will be made annually to the Assistant Superintendent for Finance and Operations to maintain these positions in the budget and, if possible, to add one additional position by the end of the term of this plan. The success of this recommendation will be determined by the extent of continued State, Federal, and local budgetary support.

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

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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	Evaluation	District Technology Support Services Team and the MORIC Team will perform an annual analysis of the District's bandwidth needs to support adequate, equitable, and reliable internet and online digital learning content and make annual recommendations to the Assistant Superintendent for Finance and Operation for any improvements or upgrades. This action step shall occur annually through the duration of the plan. The anticipated date of completion listed is the date for this action step in the first year of the plan. Rather than repeat this step three times, one for each year of the plan, it should be understood that this step should be completed annually by the end of January each year of the plan.	Other (please identify in Column 5)	District Tech Support Team Leader	01/31/2023	\$0
Action Step 2	Evaluation	District Technology Support Services Team and the MORIC Team will perform an annual analysis of the District's infrastructure, including switches, servers, access points, and cabling necessary	Other (please identify in Column 5)	District Tech Support Team Leader	01/31/2023	\$0

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		to support the digital traffic and the access and transfer of digital learning content and make annual recommendations to the Assistant Superintendent for Finance and Operation for any improvements, replacements, or upgrades. This action step shall occur annually through the duration of the plan. The anticipated date of completion listed is the date for this action step in the first year of the plan. Rather than repeat this step three times, one for each year of the plan, it should be understood that this step should be completed annually by the end of January each year of the plan.				
Action Step 3	Evaluation	District Technology Support Services Team and the MORIC Team will perform an annual analysis of the District's inventory of, and need for, WiFi enabled buses, as well as on-demand WiFi hotspots for students, families, and faculty who do not have home access to adequate and reliable hi-speed internet connectivity and make annual recommendations to the Assistant Superintendent for	Other (please identify in Column 5)	District Tech Support Team Leader	01/31/2023	\$0

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		Finance and Operation for any improvements, replacements, or upgrades. This action step shall occur annually through the duration of the plan. The anticipated date of completion listed is the date for this action step in the first year of the plan. Rather than repeat this step three times, one for each year of the plan, it should be understood that this step should be completed annually by the end of January each year of the plan.				
Action Step 4	Budgeting	Assistant Superintendent for Finance and Operations shall use the information and recommendations provided by the Technology Support Services Team and MORIC Team to cost-out the budgetary impact on an annual basis. This action step shall occur annually through the duration of the plan. The anticipated date of completion listed is the date for this action step in the first year of the plan. Rather than repeat this step three times, one for each year of the plan, it should be understood that this step should be completed annually	Assistant Superintendent	Technology Support Services Team and MORIC Team	01/31/2023	\$150,000

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		by the end of January each year of the plan.				

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	Planning	Assistant Superintendent for Finance and Operations shall collaborate with the Superintendent and Board of Education to plan for and commit the necessary funds (on an annual basis) for a three-year preK-12 implementation plan, which utilizes multiyear financing, State Hardware Aid monies, E-rate funding, and general budgetary funds. This action step shall occur annually through the duration of the plan. The anticipated date of completion listed is the date for this action step in the first year of the plan. Rather than repeat this step three times, one for each year of the plan, it should be understood that this step should be completed annually by the end of February each year of the plan.	Assistant Superintendent	Superintendent and Board of Education	02/28/2023	\$0

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
Action Step 6	Purchasing	Assistant Superintendent for Finance and Operations shall work with central office staff, Technology Support Services Team, and MORIC Team to identify the specific devices to be purchased, secure final quotes, and issue purchase orders to vendors, or identify on BOCES commitment form (or service adjustments) for the devices to be purchased on an annual basis for a three-year preK-12 implementation plan, which utilizes multiyear financing, BOCES aid, State Hardware Aid monies, E-rate funding, and general budgetary funds. This action step shall occur annually through the duration of the plan. The anticipated date of completion listed is the date for this action step in the first year of the plan. Rather than repeat this step three times, one for each year of the plan, it should be understood that this step should be completed annually by the end of June each year (April for BOCES/MORIC commitment form) of	Assistant Superintendent	Central office staff, Technology Support Services Team, MORIC Team	06/30/2023	\$0

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
		the plan.				
Action Step 7	Implementation	Assistant Superintendent for Finance and Operations to work with Technology Support Services Team and MORIC Team to develop and implement a plan to effectively and efficiently replace, upgrade and install recommended equipment and cabling. This action step shall occur annually through the duration of the plan. The anticipated date of completion listed is the date for this action step in the first year of the plan. Rather than repeat this step three times, one for each year of the plan, it should be understood that this step should be completed annually by the end of September each year of the plan.	Assistant Superintendent	Technology Support Services Team and MORIC Team	09/30/2023	\$0
Action Step 8	Budgeting	Assistant Superintendent for Finance and Operations shall recommend to the Superintendent and Board of Education that, in consideration of the increasing demands on the current Technology Support Services Team due to the	Assistant Superintendent	Superintendent and Board of Education	01/31/2023	\$80,000

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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
		expansion to a fully 1:1 device environment with corresponding demand for management of District-provided at home WiFi devices, they consider adding an additional Technology Support Specialist position by the end of the term of the plan. Assistant Superintendent for Finance and Operations shall provide the Superintendent and Board of Education with the financial impact for consideration by the end of January 2023 and will revisit annually thereafter.				

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

IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

Ensure that faculty, students, AND PARENTS are provided adequate and equitable instruction and training to support technology integration and THE USE OF REMOTE LEARNING AND COMMUNICATION TOOLS AND PLATFORMS.

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.

In order to ensure that faculty, students, AND PARENTS are provided adequate and equitable instruction and training to support technology integration and THE USE OF REMOTE LEARNING AND COMMUNICATION TOOLS AND PLATFORMS. the District must provide the resources, opportunities, encouragement, and communications necessary. The resources include continued financial support for: sufficient bandwidth within and between buildings necessary to support adequate, equitable, and reliable internet and online digital learning content; sufficient, adequate, and reliable switches, servers, access points, and cabling necessary to support digital traffic and the access and transfer of digital learning content; sufficient inventory of on-demand WiFi hotspots for students, families, and faculty who do not have home access to adequate and reliable hi-speed internet connectivity; and instructional technology support specialists to support the demands of maintaining the infrastructure. The District works with the Mohawk Regional Information Center to perform an annual analysis of its bandwidth and infrastructure, including switches, servers, access points, and cabling. The District will continue to use this analysis as a benchmark and rationale for recommendations to the Assistant Superintendent for Finance and Operations for costing out and inclusion in the District's annual budget. The District surveys students, families, and faculty on an annual basis to determine the number of on-demand available WiFi hotspots needed to ensure that each have home access to adequate and reliable hi-speed internet connectivity. The District will continue to use this survey as a benchmark and rationale for recommendations to the Assistant Superintendent for Finance and Operations for costing out and inclusion in the District's annual budget. The District currently has 3 technology support specialists on staff to support the District's infrastructure and devices. A recommendation will be made annually to the Assistant Superintendent for Finance and Operations to maintain these positions in the budget and, if possible, to add one additional position by the end of the term of this plan. The success of this recommendation will be determined by the extent of continued State, Federal, and local budgetary support.

6. List the action steps that correspond to Goal #3 from your answer to Question 1, above. All cells in the table must

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Budgeting	District leadership and Board of Education have committed necessary funds annually to provide instruction and professional development which fully supports 1:1 computing with adequate and equitable access to the internet and online resources, including assistive technologies for students with disabilities, leveraging BOCES state aid to offset continued purchases. District has committed funds annually for the online SMART PD program, 0.6 FTE for Model Schools Instructional Technology Integration Specialist, Faculty In-Service Credit for in-house turn key trainers, technology camps, and related face to face (and Google Meet/Zoom) and synchronous and asynchronous online PD through BOCES, the MORIC, and outside vendors. This action step shall occur annually through the duration of the plan. The anticipated date of completion listed is the date for this action	Other (please identify in Column 5)	Superintendent	04/30/2023	\$150,000

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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
		step in the first year of the plan. Rather than repeat this step three times, one for each year of the plan, it should be understood that this step should be completed annually by the end of April each year of the plan.				
Action Step 2	Planning	The Instructional Technology Integration Planning Team (ITI PLC) works closely with District's professional development planning team (PDP) to ensure that needs of the faculty in integrating technology are incorporated in District's professional development plan. Each building school improvement team (SIP) communicates professional development needs of its faculty with regards to technology integration to the ITI PLC. The ITI PLC then discusses the how to best address needs and communicates that each spring to the PDP Team. The PDP Team works closely with Superintendent of Schools in the creation of the annual professional development plan. The topics identified in the plan are those that are needed by our faculty	Assistant Superintendent	District's ITI PLC and PDP Teams	06/30/2023	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
		<p>and staff at the time. We continually adjust the plan to adapt to the needs of faculty and staff. New faculty may need PD in the various learning management and communication systems supported by the district, such as Google, SMART, Office 365, SeeSaw, Parent Square, etc. Other faculty may desire PD in flipped classroom, the SAMR model, synchronous and asynchronous blended and remote learning, or learning through social media. Others may need PD in managing their school webpage or Google site. This action step shall occur annually through the duration of the plan. The anticipated date of completion listed is the date for this action step in the first year of the plan. Rather than repeat this step three times, one for each year of the plan, it should be understood that this step should be completed annually by the end of June each year of the plan</p>				
Action Step 3	Professional Development	The activities and opportunities in the plan are carried out throughout the year including summer and	Assistant Superintendent	District's ITI PLC and PDP Teams	06/30/2023	0

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		<p>school breaks, and take place at various times, and through many different types of synchronous and asynchronous learning environments. They may take place during Superintendent's Conference Days, summer or school vacation tech camps, faculty meetings, release time workshops, after school, during faculty planning time, department meetings, team meetings, or as online courses developed in-house through faculty and staff, through BOCES Staff and Curriculum Development, or through the Teacher Center, as just a few examples. In our experience, we have found that identifying exactly what will be taught, when it will be taught, and who it will be taught to years or even months in advance is not productive. We have found that it is more advantageous, and we can provide more professional development opportunities, by continuing to be able to pivot and expand our menu of on-demand offerings, and</p>				

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		the capacity of in-house turn key trainers, while being flexible in the manner and time in which we deliver professional development. This action step shall occur annually through the duration of the plan. The anticipated date of completion listed is the date for this action step in the first year of the plan. Rather than repeat this step three times, one for each year of the plan, it should be understood that this step should be completed annually by the end of June each year of the plan				
Action Step 4	Evaluation	The professional development plan to support instructional technology integration is reviewed, revised, and updated annually, facilitated by the Instructional Technology Integration PLC Team (TPT). The plan is also reviewed and approved by the Board of Education annually. The ITI PLC evaluates the effectiveness of the plan at every monthly meeting, as well as monthly Teacher Leader meetings, monthly Administrative Council meetings, and semiannual meetings with the Mohawk	Assistant Superintendent	District's ITI PLC and PDP Teams	06/30/2023	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
		<p>Regional Information Center. Teachers also complete surveys as a part of our professional development plan that provide the District with feedback relative to all professional development activities. The ITI PLC uses this information, as well as the dialog and data review that takes place as part of the standing agenda of monthly ITI PLC meetings to evaluate the implementation and effectiveness of the plan and to adjust the action plan as necessary. The information is also used in the review and revision of the plan that is submitted to the Board of Education on an annual basis. The ITI PLC follows the Data Wise format, using collaborative data inquiry regarding instructional technology integration, and setting goals to drive continuous improvement of teaching and learning for all students. This action step shall occur annually through the duration of the plan. The anticipated date of completion listed is the date for this action step in the first year of</p>				

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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
		the plan. Rather than repeat this step three times, one for each year of the plan, it should be understood that this step should be completed annually by the end of June each year of the plan.				

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	Planning	The Instructional Technology Integration Planning Team (ITI PLC) shall work closely with District's professional development planning team (PDP) and leadership teams to identify barriers for parents in fully engaging in communication tools and learning platforms used by faculty and students to support student learning in both in-person and blended synchronous and asynchronous remote learning environments. Identification of these barriers will occur through parent and faculty surveys, parent teacher conferences,	Assistant Superintendent	District's ITI PLC and PDP Teams, District Leadership Team, and Student Support Services Team	06/30/2023	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		and through information from student support services such as guidance counselors and social workers. This action step shall occur annually through the duration of the plan. The anticipated date of completion listed is the date for this action step in the first year of the plan. Rather than repeat this step three times, one for each year of the plan, it should be understood that this step should be completed annually by the end of June each year of the plan.				
Action Step 6	Professional Development	The Instructional Technology Integration Planning Team (ITI PLC) shall work closely with District's professional development planning team (PDP) and leadership teams to provide adequate and equitable instruction and training to remove the barriers for parents to fully engage in communication tools and learning platforms used by faculty and students to support student learning in both in-person and blended synchronous and asynchronous remote learning environments. The	Assistant Superintendent	District's ITI PLC and PDP Teams, Technology Support Services Team, Model Schools Technology Support Specialist, District Leadership Team, and Student Support Services Team	06/30/2023	0

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		training and support will take place through both in-person, telephone, and online support, including online video tutorials and digital content, peachjar, and mailings. This action step shall occur annually through the duration of the plan. The anticipated date of completion listed is the date for this action step in the first year of the plan. Rather than repeat this step three times, one for each year of the plan, it should be understood that this step should be completed annually by the end of June each year of the plan.				
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 - 2021V. NYSED Initiatives Alignment

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

The district has leveraged data collected by the Vernon-Verona-Sherrill Instructional Technology Integration (ITI) PLC to both collectively establish district wide technology needs to support student learning, as well as develop a focus on specific instructional goals and initiatives. Data collected through faculty, student, and parent surveys and ongoing conversations revealed that in order to continue to integrate technology at a high level in support student learning, the district needed to update the wireless infrastructure and pursue a 1:1 computing initiative for students. Therefore, the district invested in increasing the capacity of its existing WiFi access in all instructional areas in and around the school buildings through dedicated access points in each classroom. Additionally, the district moved forward with a three year 1:1 computing implementation, which was complete by the end of the 2022-21 school year. 1:1 devices have now been provided to all students in grades preK-12, as well as all faculty. Furthermore, the ITI PLC determined that teachers required ongoing professional development regarding the SAMR model in order to be able to effectively integrate technology as more than just a substitution for pencil and paper. As a result, ongoing professional development in the SAMR model takes place through tech camps, online courses, and professional development days. The district will continue to offer ongoing instructional technology integration professional development, particularly in key learning platforms such as Google Classroom and SeeSaw, by offering synchronous and asynchronous online courses, in-person workshops, and just-in-time support and training from a 0.6 Instructional Technology Specialist. Educators in the district will continue to leverage the aforementioned devices, infrastructure upgrades, SAMR instructional model, and professional development to address various district instructional goals, thereby increasing student achievement. District on-going instructional initiatives include synchronous and asynchronous blended learning environments, streamlined formative assessment, personalized learning, increased exposure to computer science content in elementary grades, and maximizing instructional time. New parent engagement platforms such as Parent Square will be used to strengthen parent-school partnerships and assist parents in supporting their students and their learning.

For example, access to a reliable network and full implementation of 1:1 devices will allow teachers to more easily facilitate a blended learning environment as well as differentiate and personalize instruction to meet individual students' diverse needs. Furthermore, teachers will have access to formative assessment solutions that provide automatic grading and item-analysis reports, which will be used to immediately inform instruction to meet students' needs. Additionally, the district mobilized a curriculum planning team consisting of various district stakeholders to develop an ISTE aligned spiral curriculum spanning grades PK-6 focusing on foundational coding, robotics, and 3D design and printing skills. This curriculum will be implemented in order to prepare students in elementary grades for coursework that exists as part of technology education program at the middle school level. Finally, to effectively support the implementation of 1:1 student devices the district's investment in GoGuardian and ClassLink, support teachers and students in maximizing instructional time through the use of these devices. Teachers will be able to leverage GoGuardian to create safe online learning environments while effectively managing student engagement. Likewise, teachers and students will be able to maximize instructional time through the use of ClassLink as a single-sign on solution.

The V.V.S. ITI PLC will continue to meet on a monthly basis in order to continually evaluate instructional technology implementation across the district. The PLC uses the Data Wise model to continuously collect and evaluate relevant data in order to ensure a comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students.

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

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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.

- District has implemented a fully 1:1 device saturation with faculty and all students in grades preK-12
- District is committed to providing the financial resources necessary to maintain 1:1 device saturation, including the infrastructure and connectivity necessary to support it.
- District has provided a Wifi hotspot with unlimited data, paid for entirely by the school district, to any and all faculty, students, and families that need one.
- District is committed to providing the financial resources necessary to maintain its WiFi hotspot device program for any and all faculty, students, and families that need one.
- District plans to enable all of its buses with WiFi and unlimited data for students to engage in remote learning in-transit.
- District is committed to providing the financial resources necessary to maintain its bus WiFi program.
- District has provided appropriate communication and learning platforms, such as Google Classroom, SeeSaw, and Parent Square to support student learning in both in-person, as well as synchronous and asynchronous blended remote learning environments.
- District is committed to providing the financial resources necessary to maintain appropriate communication and learning platforms, such as Google Classroom, SeeSaw, and Parent Square to support student learning in both in-person, as well as synchronous and asynchronous blended remote learning environments.
- District has provided training and support to faculty, students, and parents on the communication and learning platforms used by faculty to support student learning in both in-person, as well as synchronous and asynchronous blended remote learning environments.
- District is committed to providing the financial resources necessary to maintain training and support to faculty, students, and parents on the communication and learning platforms used by faculty to support student learning in both in-person, as well as synchronous and asynchronous blended remote learning environments.

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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- 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.**

- Audio systems assist children with hearing impairments
- SMART large screens with engaging visual content; magnify feature to assist with visual limitations
- SMART, Google, Chrome Book interaction with content from seats, useful for students with physical limitations
- Students practice writing on touchscreen with objects, fingers and/or pen, converted to text and spell checked
- Use of SMART digital highlighter to support identification of important concepts, note taking, and organizational skills for students with ADHD
- SMART KappIQ to assess student comprehension of lesson, provide immediate feedback, opportunity to re-teach
- SMART, Google, Chrome Book imbedded audio, video, and tactile components to lessons, address different learning styles
- "Processes" can be recorded, played back, then saved for student access 24/7 through SMART, Google, Chrome Books
- Pairing with disability-specific SMART, Google, and Chrome Apps extends learning to deeper understanding targeting specific disability needs
- SMART, Google, and 1:1 Chrome Books allow for student collaboration, supporting social development needs particularly those with autism disorders
- Paired with text to speech software replicated on BYOD and 1:1 Chrome Book devices for students with speech and/or hearing disabilities
- Focused interactivity as well as multisensory experiences are achieved through SMART, Google, and 1:1 Chrome Books
- SMART tables provide similar and enhanced features for early learners, those with more severe mobility limitations, provided in classrooms of varied developmental needs and ages
- SMART, Google, Chrome Books address student needs in classes of mixed disabilities
- SMART and Google resources assist teachers in designing disability or student need-specific lessons
- Students practice speech and language skills by explaining what they are doing, recording it, and playing it back or saving for access later 24/7 through SMART or Google Apps and through Chrome Books
- Touchscreen on both SMART board and Chrome Book is particularly useful and adaptable for students needing OT or PT and can be integrated into their services
- Touchscreen schedules, calendars, and routines support instruction for students with autism
- 1:1 Chrome Book program can be adapted to include Chrome Tablets as appropriate for students with disabilities

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

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

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.

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

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

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

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

Yes

7a. If Yes, check one below:

In the 5 languages most commonly spoken in the district

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

(No Response)

2022-2025 Instructional Technology Plan - 2021V. 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 checked="" type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom | <input checked="" type="checkbox"/> Electronic communication and collaboration |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital world | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input checked="" type="checkbox"/> Writing and technology workshop for teachers | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology | <input checked="" type="checkbox"/> Web authoring tools |
| <input checked="" type="checkbox"/> Writer's workshop in the Bilingual classroom | <input checked="" type="checkbox"/> Helping students connect with the world |
| <input checked="" type="checkbox"/> Reading strategies for English Language Learners | <input checked="" type="checkbox"/> The interactive whiteboard and language learning |
| <input checked="" type="checkbox"/> Moving from learning letters to learning to read | <input checked="" type="checkbox"/> Use camera for documentation |
| <input checked="" type="checkbox"/> The power of technology to support language acquisition | <input type="checkbox"/> Other (please identify in Question 8a, below) |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the language classroom | |

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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.

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website. <input type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone. <input checked="" type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment. <input type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity <input checked="" type="checkbox"/> Create a survey to obtain information/about students' living situations./contact information./access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs. <input type="checkbox"/> Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions. <input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods. <input checked="" type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district. <input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed. <input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity. <input type="checkbox"/> Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity. <input checked="" type="checkbox"/> Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website. <input checked="" type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for <input checked="" type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)/. <input checked="" type="checkbox"/> Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work. <input checked="" type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./ <input type="checkbox"/> Provide online mentoring programs. <input checked="" type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues. <input checked="" type="checkbox"/> Offer a technology/support hotline during flexible hours. <input type="checkbox"/> Make sure technology/support is offered in multiple languages. <input type="checkbox"/> Other (Please identify in Question 9a, below) |
|--|---|---|

2022-2025 Instructional Technology Plan - 2021V. 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.

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

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

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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	0.50
Instructional Support	0.60
Technical Support	3.00
Totals:	4.10

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	NA	1,104,000	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 checked="" type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	Emergency Connectivity Fund if still available
2	Internet Connectivity	NA	300,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	Emergency Connectivity Fund if still available

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VI. Administrative Management Plan

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Bond <input checked="" type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input checked="" type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Network and Infrastructure	NA	450,000	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 checked="" type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	NA
4	Staffing	NA	80,000	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	NA

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> 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	
Totals:			1,934,000			

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

Not Applicable

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

<https://www.vvsschools.org/domain/358>

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

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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 checked="" type="checkbox"/> 1:1 Device Program	<input checked="" 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 checked="" type="checkbox"/> Professional Development / Professional Learning
<input checked="" 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 checked="" 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 checked="" 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	Mark Wixson	Assistant Superintendent for Finance and Operations	mwixson@vsschools.org	<input checked="" type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input checked="" type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input checked="" type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input checked="" type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and Learning with Technology <input checked="" type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized

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VII. Sharing Innovative Educational Technology Programs

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	(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

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