

**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?**

Richard J. Zwycewicz

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

Director of Technology

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

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**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.**

Our instructional technology plan was developed through the District Technology Committee which continues to meet throughout the year and will continue to review the current plan to meet the needs of our district. Members of the committee meet with individual building School Improvement Teams (or their constituent groups) to ascertain the views and ideas of the faculty, staff, and students. The stakeholder groups represented include:

- Board of Education Members
- District Administrators
- Elementary Administrators
- Elementary Teachers
- Library Media Specialists
- Parents
- Secondary Administrators
- Secondary Teachers
- Support Staff
- Teacher Assistants
- Teacher Association Representative
- Technology Support Staff
- Title I Schools

The planning process is ongoing. The Technology Committee meets at least three times a year and subcommittees usually meet monthly. Committee members share pertinent information at building, grade level, and administrative meetings. Input from each group is welcomed and encouraged.

Members of the committee attend meetings, conferences, and webinars to become familiar with educational technology advancements.

The committee reviewed past surveys and recommendations from the Professional Development Committee.

The Technology Leadership Team consults with three different partner vendors to develop plans and discuss ideas.

The following components were considered during the committee planning process:

- applicable technology standards (ISTE)
- benchmarking standards
- budget projections and funding sources for initial installation, hardware, software, maintenance, security, and training
- current capabilities of hardware and software
- current technology status, needs assessment, and other preplanning products
- equity issues
- evaluation planning
- infrastructure and support for infrastructure, including such facilities-related needs as air conditioning/cooling and asbestos abatement
- integration into core curriculum (if applicable)
- inventory control issues, such as maintenance and replacement cycle
- long-range goals
- organizational vision/goal statements
- pilot program activities
- projections of "next generation" capabilities and features
- quality control components
- review cycles
- review of current "state of the art" technology for options in design of infrastructure
- security planning
- staff training

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II. Strategic Technology Planning

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

Our previous Instructional Technology Plan was designed to create a variety of learning environments and opportunities in classrooms, the library





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

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

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

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

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

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

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

Moderately

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IV. Action Plan - Goal 2

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**1. Enter Goal 2 below:**

To enable learning environments and opportunities in classrooms, library media centers and labs, using the full array of available technologies and

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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

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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
		digital culture.				
Action Step 7	Planning	Determine model charging practices and policies.	Director of Technology	Tech Team	12/30/2022	0
Action Step 8	Collaboration	Further define our vision of ubiquitous technology or access to technology anywhere at any time recognizing the educational technology trends of flipped learning, device agnostic learning, assistive technologies and mobile learning continually evolve.	Superintendent	Director of Technology	06/30/2024	0

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IV. Action Plan - Goal 3

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Catalog and evaluate current resources (easily find and access rigorously tested technologies within a specific learning domain)	Director of Technology	Tech Team	06/30/2023	0
Action Step 2	Implementation	Revise, expand and strengthen communication processes to ensure that staff and students are aware of the existence and availability of educational technologies	Director of Technology	Tech Team	06/30/2023	0
Action Step 3	Research	Research resources and content that Support Common Core and Next Generation Learning Standards	Curriculum and Instruction Leader			

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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
		environments.				
Action Step 6	Implementation	Integrate new digital learning content and tools that can be used to design and deliver engaging and relevant learning experiences.	Director of Technology	Curriculum Specialists	06/30/2024	12000
Action Step 7	Communications	Clarify the relationship between technology, content, and pedagogy while emphasizing the purposeful blending of all three.	Director of Technology	Curriculum Specialists	06/30/2024	0
Action Step 8	Evaluation	The after-school hours				

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IV. Action Plan - Goal 4

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**1. Enter Goal 4 below:**

To sustain existing professional development opportunities to build learning and leadership within the district incorporating differentiation, the use of data and technology to improve instruction and student learning and with an added emphasis on security and privacy and to introduce “Turn-key Trainer” approaches where selected staff receive training and then train other staff through both structured class and small informal groupings. The district will offer/provide at least one technology-related professional development activity each month and use the participation rate to create a benchmark for continuing goals.

**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.**





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IV. Action Plan - Goal 4

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Collaboration	Build a culture where lead educators can mentor, develop, and support their colleagues, and facilitate continued collaboration and communication across schools.	Superintendent	Director of Technology	06/30/2023	0
Action Step 2	Implementation	Recommend that at least one staff meeting in each building be set aside for technology integration	Building Principal	Director of Technology	06/30/2024	0
Action Step 3	Communications	Encourage teachers to take advantage of our district workshops and conferences. Promote 'Encourage attendance at workshops, seminars, and courses provided by professional organizations, BOCES, and Teacher Centers.	Building Principal	Administrative Team	06/30/2023	0
Action Step 4						

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IV. Action Plan - Goal 4

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	nt	synergy between technology and pedagogy	ent			
Action Step 6	Curriculum	Develop an institutional framework for quality learning and teaching that incorporates a focus on blended learning	Curriculum and Instruction Leader	Director of Technology	06/30/2023	0
Action Step 7	Evaluation	The district will offer/provide at least one technology-related professional development activity each month and use the participation rate to create a benchmark for continuing goals.	Assistant Superintendent	Director of Technology	06/30/2023	0
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

8. Would you like to list a fifth goal?

No

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

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

Information technologies will continue to impact teaching, learning, and management. This plan and its proposed initiatives recognize that such a transformation will not be accomplished by focusing exclusively on bringing the technology into existing administrative and instructional practices, or by merely automating existing procedures. Re-conceptualizing teaching, learning, and management activities will be accomplished simultaneously with the implementation of information technology systems. To obtain the maximum benefit from new and emerging technologies, we must first envision the type of schools and classrooms we want and need. Students, teachers, staff, and administrators need access to technology and real-time information, and must be trained to appropriately integrate technology, and to be more productive, efficient, and successful in their careers. We have learned through our COVID pandemic experiences that simply putting technology into everyone's hands is not enough.

Our instructional technology initiatives involve the effective integration of technology skills for improving academic achievement through understanding, practice and good decision making. Students learn electronic research skills and utilization of on-line databases, as part of library instruction. Students learn, practice, and develop technology-based skills through curriculum. These include but are not limited to word processing, spreadsheet, graphics and graphical organization, presentation, and online research. Grade 6 and 8 students will participate in specific technology application projects to further build and assess technology skills. Students are expected to achieve a reasonable degree of technological literacy and independence by the end of grade 8.

Students will demonstrate an understanding of a variety of software applications through accessing, processing, and transferring or recording information directly related to curriculum. Students will utilize software applications and online resources to create and analyze information appropriate to the curriculum, and make informed decisions related to 21st century problem solving.

New paradigms of teaching and learning with technology will increasingly make use of software tools for gathering, synthesizing, representing, and publishing information and ideas, for web-based and multimedia projects using the internet and other online resources, rather than discrete software titles for content. The term Web 2.0 describes the rise of social networks and the ability for student to easily publish work on the Internet. Web 2.0 also describes sophisticated computer applications that are hosted on the internet rather than on local machines (cloud computing). We continue to subscribe to online curricular resources for instruction and plan to expand our investment in online curriculum and other content resources for professional development, administrative support, and technical assistance.

**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.**

To ensure equitable learning everywhere, all the time, the district plans to utilize needs assessments and evaluations of teaching, learning and professional development to ensure that we are providing access to appropriate devices to meet the needs of our students, as well as build the capacity of staff, students, and families.

The district has fully realized 24/7 access to learning for students in grades K-12 both within school and from home. We have successfully supported students and families in the district with access to mobile hotspots in addition to offering connectivity for our approximate 3500 students and staff population within the district.

We have implemented GoGuardian and Sonicwall filtering to keep our students safe and their data secure while they are logged into their district-managed Microsoft and Google accounts. We have continued to update our network infrastructure to support all users all the time and continue to make improvements. The technology support team has been increased to 8 full-time employees and we use an efficient ticketing system to assist all users. We will be looking to create satellite tech help centers at the school buildings.

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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.**

The Technology Team works closely with the CSE Office to ensure adequate access to devices and services and the district technology plan addresses the needs of students with disabilities through software selection. The most popular assistive technology accommodations includes text readers, graphic organizers, talking word processors, and word predictors. Specific technologies for these students include access to iPads, tablets, and touchscreen chromebooks. Supported software includes LAMP, Board maker, Co-writer, Snap and Read, Read&Write, EquatIO, Kami, Book share, Chromebook accessibility features and any recommendations that may be specific to a student's IEP. Teachers have been trained on the use of these apps through departmental meetings and are used by case managers, service providers and special educators during regular instruction as well as 1:1 and small group pull out.

Technology provides the opportunity for teachers to have small groups of students engage in independent center activities rather than repeating instructions. Software platforms provide individual assessment data for the teacher without calling attention to a student's lack of knowledge when asked questions during a review after whole group instruction. Technology tools are used for flexible grouping of remediation skills. Saved files and presentations provide the teacher with a visual representation to teach a skill and reteach the skill for students needing it.

- 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.**

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V. NYSED Initiatives Alignment

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

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

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

Yes

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

In the 5 languages most commonly spoken in the district

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

(No Response)

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

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

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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 type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/>	

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VI. Administrative Management Plan

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
<b>Totals:</b>			<b>1,590,000</b>			

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

Yes

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

[http://www.eischools.org/district/Technology\\_Plan](http://www.eischools.org/district/Technology_Plan)

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VII. Sharing Innovative Educational Technology Programs

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1.



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

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

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

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

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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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