

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 04/13/2022

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

Chris Grieco

- 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**

Page Last Modified: 04/14/2022

1. What is the overall district mission?

The mission of the Sandy Creek Central School District is to provide all students the knowledge and skills necessary to be self-directed, life-long learners by providing the highest quality education in partnership with parents, staff, and community.

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

The Sandy Creek Central School District strives to create a technology rich environment for all students and staff. Our goal is to utilize our technology resources to better prepare our students for their future careers and educational opportunities. We believe that all students should have equal access to technology resources and have this technology integrated into the education process at all grade levels and subject areas. We believe that technology resources should be used to extend the learning environment appropriate for each student, provide access to students, parents and staff, and help promote a technically literate community.

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

The Sandy Creek Central School District implements a Comprehensive District Education Plan (CDEP) model. The CDEP Committee is composed of key stakeholders, including administrators, department coordinators, coordinators, teachers, Board of Education and parent representation. While the CDEP full committee meets on a monthly basis, department coordinators also meet separately with their own department members at the beginning of each month. These department meetings allow opportunities for all teachers to share current practices and professional development needs (including use of instructional technology), along with establishing and monitoring student performance goals. To support and monitor this CDEP system, the CDEP Steering Committee consisting of all district administrators, Director of Technology, and Coordinators meets monthly to establish agendas based on feedback from all committees, including NYSED initiatives such as the development of this three year technology plan. Through various 2021-2022 CDEP meetings, the current PreK-12 Technology Committee consisting of 10 members was formed. Key stakeholders from the CDEP steering committee consisting of district administrators, Director of Technology, SE Coordinator, along with representatives from content area departments, served as committee members. These members reported back to the full CDEP Committee and departments throughout the process of creating the revised three-year plan. Through on-site meetings (3/21/2022, 3/28/2022, monthly CDEP steering committee meetings - first Monday of each month, and monthly full CDEP Committee meetings - third Wednesday of each month), along with ongoing on-line collaborative work through Google resources, the committee aligned the current district CDEP, CEEP, and Professional Development Plans in developing these answers. To help with future planning and alignment, these technology goals, along with action steps, will be embedded in the updated 2022-23 CDEP plan.

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

This Instructional Technology Plan development process has been different from previous years in many ways. This plan will focus on continuing much of the work of the previous three-year plan. While many accomplishments were achieved, due to the effects of the pandemic crisis, the district's ability to focus on action plans and meet the goals of the previous plan were severely hampered. The committee has decided prior plan goals are still very valid and appropriate for the district to focus on. While the goals may be similar, the committee has developed new and improved action plans to meet said goals while also keeping action plans from the previous plan that were not accomplished but are still needed in order to reach said goals. The onset of the COVID pandemic required the district to examine many facets of the existing technology plan. While the initial goals were still relevant there were many new factors that needed to be considered in order to meet the needs and demands of providing remote instruction on a daily basis. In order to successfully engage students and their families over the past two years, staff needed access to new learning platforms, software, and reliable residential internet access. Additionally, students needed to learn how to access these new platforms, successfully utilize software programs, and adapt to becoming remote learners. The revised three-year plan will include strategic methods to incorporate these instructional changes, along with addressing the need for equitable access to reliable internet, high-quality digital resources, standards-based software, and technology-rich learning experiences for students and staff. The improvement of Embedding the Goals and Action plans in the updated 2022-2023 CDEP plan will help ensure the focus remains on meeting goals and action plans along with continued monitoring and measurement.

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

Page Last Modified: 04/14/2022

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

The Instructional Technology Plan reflects experiences from the COVID pandemic in that the district is continuing to provide 1:1 take home device access for each student as well as continuing to maintain a fleet of broadband mobile hotspots in order to provide internet access to students that are unable to obtain quality affordable internet access. The district also continues to add and improve upon existing technology platforms that are entirely cloud based and device agnostic so they are accessible to users from anywhere on any device. The district also continues to provide regular professional development opportunities related the technology platforms that are currently in use or being implemented.

6. Is your district currently fully 1:1?

Yes

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 Sandy Creek Central School District implements a Comprehensive District Education Plan (CDEP) model. The CDEP Committee is composed of key stakeholders, including administrators, department coordinators, coordinators, teachers, Board of Education, and parent representation. A Professional Development Plan (PDP) Committee is part of the responsibilities that fall under the District Comprehensive District Education Plan (CDEP) Committee. The current PDP plan is based on the NYS Professional Development Standards that includes the standard that "Professional Development promotes technology literacy and facilitates the effective use of all appropriate technology." Based on these standards, along with the district, building, and department goals developed around annual needs assessments based on multiple measures, staff development is designed to build the capacity of educators and administrators in the attainment of the instructional technology vision. To further support alignment of these plans, 10 of the CDEP/PDP members also serve on the District Technology Committee which will continue to meet this Fall.

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

Page Last Modified: 04/14/2022

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

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

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

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:

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

Page Last Modified: 05/11/2022

1. Enter Goal 1 below:

Improve student use of technology for increased collaboration, critical thinking, problem solving, and inquiry; and encourage each student to be self-motivated to participate legally, ethically, appropriately, and responsibly in the digital world (digital citizenship).

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

Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning

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

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

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

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

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

This instructional technology goal will be measured by using data from Single Sign-On Analytics to establish a baseline of software/platforms that require the application of collaboration, critical thinking, problem-solving, and inquiry skills. This same analytic system will also be used to measure progress in meeting this goal. To ensure that students are acting responsibly and successfully practicing digital citizenship, data from the School Information System will be reviewed for historic trends, along with collecting ongoing cases of inappropriate use of district technology resources to determine needed corrective action or instruction. Additionally, data from regular surveying of teaching staff will be used to subjectively identify professional development needs for both staff and students.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Infrastructure	To further and	Director of	Director of Curriculum	05/20/2	15,000

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 05/11/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	e	appropriately implement technology into instruction, all students will have access to a device that has access to necessary applications. Specific staff members have and continue to develop curriculum to improve the students' digital citizenship and appropriate use of technology. Furthermore, content-area teachers will be regularly provided with professional development opportunities on the use and integration of existing and recently implemented technologies into curriculum. In accordance with	Technology	and Instruction	025	
Action Step 2	Curriculum	Create curriculum throughout the year that focuses on and promotes problem solving skills through appropriate use of collaboration tools with their peers. to include respecting and maintaining privacy of all individuals and fostering responsible behavior in all digital environments a student may encounter at both school as well as in their personal life.	Classroom Teacher	Director of Curriculum and Instruction	06/27/2025	0
Action Step 3	Collaboratio	The district will provide	Other	Classroom Teachers	06/30/2	0

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 05/11/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	n	adequate time for collaboration between the technology instructors and classroom teachers to develop working partnerships for integrating technology into existing units/lessons. This will assist in aligning embedded technology through core classes, special areas, library, and electives to improve how digital citizenship and skills are being taught.	(please identify in Column 5)		023	
Action Step 4	Implementation	Implementation of new web-based Classroom Management system to provide educators with tools necessary to facilitate differentiated learning and meet needs of all learners.	Director of Technology	Technology Staff	08/19/2022	10,000

7. This question is optional.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Professional Development	Provide Professional Development for all appropriate staff on using the new web-based Classroom Management system to provide educators with tools necessary to facilitate differentiated learning and meet	Curriculum and Instruction Leader	Teaching Staff	09/01/2022	0

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

Page Last Modified: 05/11/2022

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

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 05/11/2022

1. Enter Goal 2 below:

To increase and improve the use of technology as an integral part of teaching and learning; the district will acquire quality hardware products and software applications, and provide appropriate professional development opportunities to allow staff to fully utilize the capabilities of the various hardware and software platforms.

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.

By using the analytics capabilities of the SSO system, data regarding usage and adoption rates of learning platforms and tools can be compared over time and analyzed in accordance with New York State Professional Development Standard 8 (Data-Driven professional Practice) and 9 (Technology) to additionally meet the needs of SCCS Professional Development and Mentoring plan Goal #3: PreK-12 Programming and Professional Development Planning.

6. List the action steps that correspond to Goal #2 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Implementat ion	Implement Single-Sign-On system to provide improved	Director of Technology	Technology Staff	08/19/2022	9,000

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 05/11/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		access to standards aligned platforms and content, analytics, and identity management of all learners and their use of online platforms and tools.				
Action Step 2	Professional Development	Provide Teaching and Administrative staff with the appropriate level of Professional Development in using the SSO system to increase technology integration into curriculum.	Curriculum and Instruction Leader	Teaching Staff and Principals	09/01/2022	0
Action Step 3	Curriculum	Use the SSO analytics data to identify Gaps and drive adoption to standards aligned platforms through targeted communications and professional development where applicable.	Curriculum and Instruction Leader	Building Principals	06/27/2025	0
Action Step 4	Planning	The District Technology Committee will form a sub-committee to develop a long range plan for keeping devices new and current. A 3 year replacement plan for devices across the district will allow for budgeting and ensure that devices are not obsolete.	Director of Technology	District Technology Committee Members	06/27/2025	300,000

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #2 from your answer to Question 1, above.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 05/11/2022

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

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 05/11/2022

1. Enter Goal 3 below:

Provide and Support an environment where technology is integrated throughout the curriculum and equitably available for all students and staff to facilitate learning that is challenging, engaging, and effective for all students and where students will graduate with the skills and competencies necessary to thrive in an ever-changing digital society.

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

Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning

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

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

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

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

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

Utilize existing online platform matrix(List of approved online platforms) to further align curriculum goals with technology standards to ensure digital equity. Students at the secondary level will measure their own proficiency when learning and applying digital skills through a self-assessment rubric. Teachers at earlier grades will work with students or measure students' proficiency (depending on grade level appropriateness) when applying these digital skills.

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	Curriculum	Evaluate current and future software and	Curriculum and	Director Of Technology	01/26/2024	0

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 05/11/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		digital resources from the district Online Platform Matrix to ensure they are standards-based (can also use this same chart to show equity of grade level/content area resources)	Instruction Leader			
Action Step 2	Professional Development	Instructional Staff will engage in professional development focused on digital skills and competencies. Teachers will develop standards aligned curriculums that meet the digital needs of the students.	Curriculum and Instruction Leader	Instructional Staff	09/01/2023	7,500
Action Step 3	Evaluation	In order to identify instructional needs, students will prove to be self-directed learners by providing evidence of their proficiency when learning and applying digital skills.	Curriculum and Instruction Leader	Instructional Staff	09/01/2023	6,000
Action Step 4	Professional Development	To improve integration of technology into curriculum, the district will continue to provide Instructional staff with adequate professional development opportunities on classroom-based technologies such as interactive panels and web-based software platforms. Opportunities will be made available for appropriate platforms on the existing district Online Platform Matrix	Curriculum and Instruction Leader	Instructional Staff	06/27/2025	15,000

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 05/11/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		as well as new platforms as they are acquired and introduced.				

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

8. Would you like to list a fourth goal?

Yes

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

Page Last Modified: 05/11/2022

1. Enter Goal 4 below:

The district will perform necessary hardware and software system upgrades to maintain a strong, safe, secure network and online environment that evolves over time to support growing demand and needs of the district.

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.

This goal will be measure by analyzing results of CIS\NIST security controls audits in areas related to network device and infrastructure security safeguards as well as by monitoring the status of implementations of new systems for completion. Staff will be surveyed to analyze effectiveness of Classroom Management and Student Safety system along with analyzing incident data from the system.

6. List the action steps that correspond to Goal #4 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	Infrastructure	Upgrade existing physical network infrastructure to cloud managed system to enable the ability to	Director of Technology	Technology Staff	01/06/2025	388,000

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

Page Last Modified: 05/11/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		ensure necessary security controls and management capabilities are in place to provide a safe, secure, and reliable network.				
Action Step 2	Infrastructure	Replace current server room UPS Battery backup system with improved, efficient, fully manageable system with the capability to expand capacity as required in the future.	Director of Technology	Technology Staff	09/01/2023	40,000
Action Step 3	Other (please identify in Column 3, Description)	Category: Student Safety - Implement new student device Safety and Security solution directly integrated with the Classroom Management solution to provide improved administrative capabilities, increase student safety, and reduce cases of inappropriate use.	Director of Technology	Building Principals	09/01/2022	30,000
Action Step 4	Professional Development	Provide appropriate instructional staff with Professional development to enable full utilization of classroom management capabilities.	Director of Technology	Curriculum and Instruction Leader	09/01/2022	0

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #4 from your answer to Question 1, above.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

Page Last Modified: 05/11/2022

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

8. Would you like to list a fifth goal?

No

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

Page Last Modified: 04/14/2022

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

The Sandy Creek Central School District uses a Comprehensive District Education Planning (CDEP) model. The CDEP Committee is composed of key stakeholders, including administrators, department coordinators, coordinators, teachers, Board of Education, and parent representation. While the CDEP full committee meets on a monthly basis, department coordinators also meet separately with their own department members at the beginning of each month. These department meetings allow opportunities for all teachers to share current practices and professional development needs (including use of instructional technology) and establish and monitor student performance goals. To support and monitor this CDEP system, the CDEP Steering Committee consisting of all district administrators, Director of Technology, and coordinators meets monthly to establish agendas based on feedback from all committees, NYSED initiatives such as the roll out of the Next Generation Standards, monitor student performance, and ongoing professional development needs.

At the beginning of each school year, the CDEP process begins with a needs assessment which drives annual revisions. Data, including but not limited to NYS 3-8 assessments, Regents results, attendance, poverty indicators, benchmark assessments, use of software/programs, is used to set department goals. When appropriate, these goals include student performance. Additionally, departments establish strategies (what and the how) to support these identified targets and next steps. As part of this development, departments also include needed professional development to ensure the implementation of academic standards. Throughout the year, departments monitor these goals to ensure adequate performance improvement. Key stakeholders from the CDEP steering committee consisting of district administrators, Director of Technology, SE Coordinator, along with representatives from content area departments, served as committee members. These members reported back to the full CDEP Committee and departments throughout the process of creating the revised three-year plan. Through on-site meetings (3/21/2022, 3/28/2022, monthly CDEP steering committee meetings - first Monday of each month, and monthly full CDEP Committee meetings - third Wednesday of each month), along with ongoing on-line collaborative work through Google resources, the committee aligned the current district CDEP, CEEP, and Professional Development Plans in developing these answers. These technology goals, along with action steps, will be embedded in the revised 2022-23 CDEP plan to ensure that the use of instructional technology will serve as part of the comprehensive plan to support the attainment of rigorous expectations in regards to both academic standards and student performance.

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.

Strategies the district has implemented to provide equitable learning “everywhere, all the time” include 1:1 take home device access for students and teaching staff, maintaining a fleet of broadband mobile hotspot devices to provide families\students that are unable to obtain quality affordable internet access in their homes. Student devices include many accessibility features as well as additional technologies that augment existing capabilities to provide equitable learning “everywhere, all the time”. Special Education and Technology staff continuously evaluate and recommend additional technology products to sufficiently meet all learners' needs. Additionally, the district continues to collect responses from the Student Digital Resources survey. This data is student specific and will allow district administrators, along with members of the three-year technology plan committee, to determine the number of families that do not have access to reliable internet and/or a device sufficient to complete school activities and assignments.

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.

Sandy Creek Central School District implements an inclusive instructional model. Students with special needs have access to instruction provided to all children, along with differentiation to meet their individualized needs that includes the use of technology. Small group and individual instruction in the appropriate use of technology is provided by both general education and special education teachers to assure that the students with special needs are able to successfully access the appropriate assistive technology available to them. Instruction is specially designed and aligned with Individualized Education and 504 Plans that are implemented with fidelity. Student devices, including but not limited to frequency modulation, auditory amplification systems and touch screen devices, also provide students with disabilities the necessary access to a variety of supportive technologies such as “text-to-speech” and “speech-to-text,” along with supporting educators in providing appropriate curriculum differentiation to address IEP and 504 Plan requirements. To identify the instructional needs of all students, the district uses a data-driven model. Multiple measures are used to drive instruction that is aligned with IEP and 504 Plans, along with identifying various software programs that support individualized instruction.

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

Page Last Modified: 04/14/2022

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

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

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

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

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

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

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 04/14/2022

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

The Sandy Creek Central School District currently has 2 ELL students enrolled (equivalent to .002% of total enrollment). Due to these consistently low numbers, the district implements a free standing ESL Program. Through this delivery, these students receive individualized and/or integrated co-taught instruction based on their required units of study. The identified goals of the technology plan ensure equitable access to instruction, materials and assessments for all students, including ELLs. Through a focus on digital citizenship, quality hardware and software applications, along with technology integration and equitable access for all students and teachers to develop the skills and competencies needed in a digital society, the plan will support the needs of all students. Additionally, these goals that are the basis of the plan align with the currently approved district CDEP Plan.

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

Yes

7a. If Yes, check one below:

Other (please explain in Question 7b, below)

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

The Sandy Creek Central School District instructional technology plan addresses the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments. However, the Sandy Creek Central School District currently has 2 ELL students enrolled (equivalent to .002% of total enrollment). All of these students share the same home language. As a result, the district currently addresses the equitable access to instruction, materials and assessments in this one language. In the event that students enroll with additional languages, the district will ensure equitable access to instruction, materials and assessments in additional languages. Through the District Technology Plan, the needs of English Language Learners/Multilingual learners to ensure ongoing equitable access to instruction, materials, and assessments in home language will be addressed primarily through the second goal.

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

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

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

Page Last Modified: 04/14/2022

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

The Sandy Creek Central School District currently has been granted a waiver in regards to the CR Part 154 Professional Development Requirements specific to English Language Learners. At this time, the district has 2 ELL students enrolled (equivalent to .002% of total enrollment). Due to these consistently low numbers, the district will continue to file for this waiver on a yearly basis. To support the needs of these 2 students, the district employs a dual certified English as a Second Language (ESOL) and Literacy teacher. The teacher provides individualized or integrated co-teaching instruction as required based on each student's required Units of Study. To support this teacher with needed professional development, the building principals, along with the Director of Curriculum/Instruction, use the following resources to enable the teacher to differentiate learning and to increase their student language and content learning with the use of technology: · Mid-state Regional Bilingual Education Resource Network (Rbern) · Oswego County BOCES (CiTi) Model Schools (Technology integration) offered through Itinerant Computer Education Specialists · OCM BOCES · Jefferson Lewis BOCES · On-staff ELA and Math instructional coaches District staff days and offerings that support literacy instruction and language acquisition for all students (provided by instructional coaches, Director of Technology, and/or Director of Curriculum/Instruction). Even though the Sandy Creek Central School District has been granted a waiver in regards to the CR Part 154 Professional Development Requirements specific to English Language Learners, content area teachers also have the ability to attend ELL focused professional development opportunities and/or access the resources listed above throughout the school year to support the needs of ELL and/or at-risk students.

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

Page Last Modified: 04/14/2022

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

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

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

Page Last Modified: 04/14/2022

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

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

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

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 05/11/2022

1. Staff Plan

Provide the Full-Time Equivalent (FTE) count, as of plan submission date, of all staff whose primary responsibility is delivering technology integration training and support and/or technical support.

	Full-time Equivalent (FTE)
District Technology Leadership	0.20
Instructional Support	0.20
Technical Support	2.00
Totals:	2.40

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	Instructional and Administrative Software	N/A	27,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	Instructional and Administrative Software	N/A	33,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	N/A

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 05/11/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	End User Computing Devices	N/A	300,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	Network and Infrastructure	N/A	388,000	One-time	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	N/A

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 05/11/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
Totals:			748,000			

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.sandycreekcscd.org/departments/technology>

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

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

Page Last Modified: 04/15/2022

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

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

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

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

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

Page Last Modified: 04/15/2022

	Name of Contact Person	Title	Email Address	Innovative Programs
				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

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

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

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

Page Last Modified: 04/15/2022

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

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

Page Last Modified: 04/15/2022

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

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

Page Last Modified: 04/15/2022

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

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