

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

---

Page Last Modified: 03/27/2022

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

Candace Fitzgerald

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

Other

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

Director of Technology, Data, & Innovation

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

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

II. Strategic Technology Planning

---

Page Last Modified: 03/30/2022

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

Educate and motivate our students to be successful, responsible citizens.

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

**Technology Vision**

Mexico Academy and Central Schools will integrate technology into teaching and learning to prepare each student for college, career, and/or civic readiness.

2022-2025 Instructional Technology Plan - 2021

II. Strategic Technology Planning

Page Last Modified: 03/30/2022

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.

District Technology Planning Committee (DTPC) Member	Role(s) in District
Buchanan, Mark	Technology Trainer (CITi BOCES)
Bush, Diane	Teacher, Administrative Intern
Carpenter, Tiffany	Librarian, Blended Learning Leader
Cernaro, Megan	Librarian, Blended Learning Leader
Cullen, Kelly	Librarian
Fitzgerald, Candace	Director of Technology, Data, and Innovation
Goble, Mona	Teacher, Blended Learning Leader
Halligan, Kimberly	Technology Trainer (CITi BOCES)
Herrick, Christopher (Jake)	Teacher, Blended Learning Leader
Kather, Nancy	Technology Trainer (CITi BOCES)
Roth, Sheilla	School Business Executive
Scorzelli, Margaret (Peggy)	Building Principal
Searles, Andrea	Teacher, Blended Learning Leader

Date	Format	Process/Outcome
December 7, 2021	Synchronous via Teams	Review "2022-2025 Instructional Technology Plan Information and Guidance" <ul style="list-style-type: none"> <li>Jigsaw: DTPC broke into small teams. Each group reviewed a different section of the guidance. The DTPC reconveind as a large group each team summarized and shared takeaways from their assigned section.</li> </ul>
January 12, 2022	Synchronous via Teams	Determine three attainable goals to focus on for the 2022-2025 Technology Plan. <ul style="list-style-type: none"> <li>DTPC reviewed priorities of the 2021-2024 District Strategic Plan, expectations from the USNY Statewide Learning Technology Plan, and prior 2018-2021 District Technology Plan goals. Team highlighted areas of alignment between the plans to decide on areas of focus.</li> </ul>
February 16, 2022	Synchronous In Person	Develop Action Plan to support each goal. <ul style="list-style-type: none"> <li>DTPC broke into small focus groups for each goal. The team brainstormed potential action steps, stakeholders, and timelines necessary to meet each goal.</li> </ul>
March 28, 2022	Asynchronous	Provide feedback for revisions for the 2022-2025 Instructional Technology Plan. <ul style="list-style-type: none"> <li>DOT sent copy of plan to DTPC with a link to</li> </ul>

2022-2025 Instructional Technology Plan - 2021

II. Strategic Technology Planning

---

Page Last Modified: 03/30/2022

		a Microsoft form to provide feedback as needed.
--	--	---

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

Since the last iteration of the Instructional Technology Plan (ITP), the district's technology department, District Technology Planning Committee (DTPC), global landscape, and instructional practices have evolved.

The 2018-2021 ITP was developed under the leadership of former Director of Technology, Steve Roux. Roux retired from the district in June 2019, and Colleen Root transitioned into the role. Root oversaw the department through the onslaught of the global pandemic. The district promoted Root to Assistant Superintendent for Curriculum and Instruction in July 2020. Root covered both positions until a new director, Candace Fitzgerald, was hired in July 2021. The change of leadership coupled with the demands of pivoting to remote/hybrid instruction, utilizing learning management systems, supply chain issues, and staffing shortages created challenges for the full implementation of the 2018-2021 ITP.

Unfulfilled action steps from the previous plan that are still applicable to the district's vision and goals, have been imbedded into the 2022-2025 plan. Two goals from the previous plan remain an ongoing focus: quality professional development for staff and digital access. However, due to the pandemic, the notion of "access" has broadened beyond the district network and now encompasses access to devices and internet in the community and in students' homes.

The DTPC used to meet in-person three times a year. In the 21-22 school year, the team met virtually over Teams twice due in order to limit potential spread of Covid-19 and once in-person. The committee, along with members of the technology department, were able to identify items not fully addressed in the previous plan. The experience of teaching students in fully-remote and hybrid learning models shifted the purview of the action planning process.

The previous ITP plan included an expectation under Section H to annually evaluate and review the plan. As part of this process, recommendations for modifications were required to be approved by the DTPC and the Board of Education in order for an amendment to be made. Formal evaluations of the previous plan were not executed, and therefore no amendments were made. The DTPC will make a more systemic approach to revisit the ITP at the beginning of each meeting to determine if changes need to be made to the Action Steps. Changes will be documented with supported reasoning and shared with stakeholders.

2022-2025 Instructional Technology Plan - 2021

II. Strategic Technology Planning

Page Last Modified: 03/30/2022

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

The experiences of the pandemic have influenced the 2022-2025 ITP in the following ways:

New/Updated Component	During the Pandemic	Ongoing
1:1 Devices	All PK-12 students were educated in a remote or hybrid learning model. Each student enrolled in the district was assigned an iPad or laptop, and took devices home daily.	Middle and High School students will take their assigned devices home regularly. Elementary students will take their devices home if they're isolated or quarantined.
Blended Learning Professional Development	Blended Learning professional development focused on how to teach in a virtual environment. Teachers learned strategies for virtual collaboration, student engagement, and using learning management systems.	Teachers will continue to receive professional development that encompasses how to implement Blended Learning in a remote, hybrid, or socially distanced environment.
Family Help Desk	The technology department created a separate phone line for family support. Help Desk tickets were submitted on students' behalf and addressed by members of the technology department.	The Family Help Desk will remain open.
Remote Training	Staff were provided opportunities for remote (asynchronous and synchronous) training opportunities. For example, teachers received professional development via webinars and instructional trainers posted videos on the district website.	Remote training models will continue.
Student Hotspots	Each student who did not have adequate internet access at home was provided a hotspot to ensure they were able to participate in remote/hybrid instruction, complete homework assignments, and access instructional materials when isolated or quarantined.	Students with inadequate internet access will continue to be provided hotspots.

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 Mexico Academy and Central School District is working with a consulting firm, PLC Associates, on professional development for all staff focused around "The Foundational Five". These include:

- Student ownership of learning and learning targets
- High student engagement
- Higher-order complex questioning
- Checking for understanding and targeted feedback
- Differentiated instruction and practice

The DTPC will provide professional development to teachers in line with these tenants. For example, PD focused on Blended Learning and using Learning Management Systems can provide teachers with strategies for student engagement, differentiation, and providing feedback. Curriculum work that focuses on imbedding the new *K-12 Computer Science and Digital Fluency Standards* will connect to the work with PLC Associates as teachers develop learning targets to support each standard.

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

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

II. Strategic Technology Planning

---

Page Last Modified: 03/30/2022

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

III. Goal Attainment

---

Page Last Modified: 03/28/2022

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:**

Fully

- 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:**

Fully

- 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:**

Fully

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

**The district has met this goal:**

Fully

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 06/09/2022

1. Enter Goal 1 below:

Provide ongoing professional development for staff in integrating technology across content areas.

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.

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

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

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

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

The District Technology Planning Committie will meet triannually. During these meetings, the team will review the Goal #1 action steps within the ITP to ensure the plan is being fulfilled. Once an action step is completed, the DTPC will reflect using an "after action review" process to determine if the intended results were actually accomplished, gather feedback for improvement, and follow-up with additional training if needed. To support the "after action review" process, the DTPC will also create an evaluation survey for all participants to complete upon receiving instructional technology professional development. When appropriate, the director, professional development facilitators and/or members of the DTPC will review the survey feedback to determine the effectiveness of the training and guide the focus and learning activities for future sessions. If action items are unable to be completed due to budget constraints, changing instructional practices, or use of alternative technologies, the DTPC will amend the 2022-2025 plan accordingly. All amendments will include proper documentation explaining the reason for the changes and new action steps which include descriptions, stakeholders, timeline, and cost.

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



2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 06/09/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Professional Development	Provide On-site Blended Learning On-Site Kickoff and Workshop, presented by Marcia Kish. Marcia Kish is a Blended Learning Specialist who works with the district as a private consultant through DSD Professional Development. These sessions will focus on differentiation, screen time, and student collaboration.	Director of Technology	Assistant Superintendent for Curriculum & Instruction	08/03/2022	11820
Action Step 2	Planning	Develop New Teacher Orientation program that encompasses minimum competencies for pre-service educators and ongoing quarterly trainings to develop capacity while in-service.	Director of Technology	Technology Trainers, Teacher Mentor Advisor	08/19/2022	0
Action Step 3	Professional Development	Complete virtual Blended Learning Certification Course for director and technology trainers.	Director of Technology	Technology Trainers	09/14/2022	2055
Action Step 4	Planning	Create a plan to implement ongoing Blended Learning Professional Development for staff based on information learned in the summer kickoff, workshop, and certification course.	Director of Technology	Technology Trainers, Blended Learning Leaders	11/30/2022	0

7. This question is optional.

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 06/09/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Evaluation	Survey teachers to find out how they are using learning management systems for in-person instruction and what areas they're seeking more training in using LMS.	Director of Technology	Technology Trainers, Blended Learning Leaders	02/28/2023	0
Action Step 6	Policy/Protocols	Develop a policy that clarifies how teachers are expected to use learning management systems for in-person, hybrid, and remote instruction.	Director of Technology	Assistant Superintendent for Curriculum & Instruction	09/01/2023	0
Action Step 7	Evaluation	Create an evaluation tool to be completed by participants after every district technology session.	Director of Technology	Technology Trainers, Blended Learning Leaders	09/01/2023	0
Action Step 8	Professional Development	Provide ongoing professional development for Blended Learning, utilizing learning management systems, and minimum competencies for staff.	Director of Technology	Technology Trainers, Blended Learning Leaders	06/30/2025	0

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 06/09/2022

1. Enter Goal 2 below:

Provide equitable access to the internet for students in school, the community, and in their homes.

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

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

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

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

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

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

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

The District Technology Department meets biweekly. The department keeps track of project management tasks using Microsoft Planner. The Goal #2 action steps from the ITP will be included in that application to ensure a timely completion of each required task. If action items are unable to be completed due to budget constraints, changing instructional practices, or use of alternative technologies, the DTPC will amend the 2022-2025 plan accordingly. All amendments will include proper documentation explaining the reason for the changes and new action steps which include descriptions, stakeholders, timeline, and cost. The district will send the NYSED Digital Equity Survey required by SIRS annually. These data will help determine which students may need a hotspot and which families to reach out to regarding the FCC Affordable Connectivity Program.

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						

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 06/09/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Infrastructure	Install outdoor access points at New Haven and Palermo Elementary schools to expand community internet access.	Director of Technology	Network Administrator	08/31/2022	5000
Action Step 2	Infrastructure	Upgrade indoor access points to improve connectivity within classrooms.	Director of Technology	Network Administrator	12/31/2022	29900
Action Step 3	Infrastructure	Upgrade main data facility at High School. Replace racking, install industry standard air conditioning and humidity control systems.	Director of Technology	Network Administrator	06/30/2025	300000
Action Step 4	Infrastructure	Install backup generator to power main data facility and critical systems during a power outage.	Director of Technology	Network Administrator	06/30/2025	500000

7. This question is optional.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Community Partnerships	Create a list of local establishments that provide free internet for patrons and visitors.	Director of Technology	(No Response)	09/01/2022	0
Action Step 6	Purchasing	Purchase a hotspot for each student who does not have adequate internet access in their home.	Director of Technology	Assistant Superintendent for Curriculum & Instruction	06/25/2025	10000
Action Step 7	Communication	Reach out to families	Director of	(No Response)	08/26/2	0

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 06/09/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	tions	to share information about the FCC Affordable Connectivity Program.	Technology		022	
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 06/09/2022

1. Enter Goal 3 below:

Students will be provided equitable opportunities to develop knowledge, skills, and reasoning in digital technologies.

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 checked="" 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 checked="" type="checkbox"/> Students with Disabilities   | <input type="checkbox"/> Students in foster care   |
| <input checked="" 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.

The District Technology Planning Committee will meet triannually. During these meetings, the team will review the Goal #3 action steps within the ITP to ensure the plan is being fulfilled. Once an action step is completed, the DTPC will reflect using an "after action review" process to determine if the intended results were actually accomplished, gather feedback for improvement, and follow-up with additional training if needed. To support the "after action review" process, the DTPC will also create an evaluation survey for all participants to complete upon receiving instructional technology professional development. When appropriate, the director, professional development facilitators and/or members of the DTPC will review the survey feedback to determine the effectiveness of the training and guide the focus and learning activities for future sessions. If action items are unable to be completed due to budget constraints, changing instructional practices, or use of alternative technologies, the DTPC will amend the 2022-2025 plan accordingly. All amendments will include proper documentation explaining the reason for the changes and new action steps which include descriptions, stakeholders, timeline, and cost.

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.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 06/09/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Curriculum	Imbed K-12 Computer Science and Digital Fluency standards into existing curriculum maps across the content areas. This work will include unpacking standards and creating learning targets.	Director of Technology	Assistant Superintendent for Curriculum & Instruction, Technology Trainers, Blended Learning Leaders, Teachers	08/31/2023	0
Action Step 2	Professional Development	Build awareness around the background, or the	Director of Technology	Technology Trainers, Blended Learning Leaders	06/30/2023	0
Action Step 3	Curriculum	Align K-12 Computer Science and Digital Fluency Standards to all credit-bearing Computer Science courses offered by the district.	Director of Technology	Technology Department Coordinator, Technology Trainers, Blended Learning Leaders, Teachers	08/31/2023	0
Action Step 4	Staffing	Explore the potential of adding additional secondary sections of Digital Literacy courses if staffing capacity and budget allows. Ideally, these courses would be taught by a staff member with a valid certificate in Computer Science.	Director of Technology	Building Principals, Assistant Superintendent for Curriculum & Instruction, Assistant Superintendent for Teaching and Learning, Student Services, Business Executive	03/01/2024	0

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #3 from your answer to Question 1, above.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Professional Development	Provide professional development on	Director of Technology	Technology Trainers, Blended Learning	06/30/2025	0

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 06/09/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	nt	standards integration for instructional staff through workshops, coaching, and modeling. Offerings will include a mix of synchronous and asynchronous training opportunities.		Leaders		
Action Step 6	Curriculum	Collaborate with ENL and Special Education teachers to determine how technology can provide multiple pathways for students to demonstrate knowledge, skills, and reasoning.	Director of Technology	ENL Teacher, Special Education Teachers, Director of Pupil Services, Assistant Superintendent for Curriculum and Instruction	08/31/2023	0
Action Step 7	Purchasing	Purchase applications/tools to support English Language Learners and Students with Disabilities in accessing curriculum.	Director of Technology	Director of Pupil Services	08/31/2023	100000
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

8. Would you like to list a fourth goal?

No

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



2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 04/01/2022

**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.**

Mexico Academy and Central School District staff seamlessly integrate technology in daily teaching and learning. Every classroom is equipped with a SMARTboard, or comparable tool, for content delivery. All courses rostered in SchoolTool are integrated into a Learning Management System. Students in grades PK-2 receive assignments via SeeSaw, while students in grades 3-12 use Schoology. Each student in the district is assigned a device. Students in PK-6th grade use their devices in school, while students in 7th-12th grade take their devices between home and school. Students use a variety of applications to demonstrate their knowledge, skills, and reasoning across the content areas. Examples of software used for teaching and learning include, NearPod, GimKit, Zearn, Happy Numbers, iReady, Gizmos, and more!

**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.**

National Technology Plan Component	District Strategies to Address
Learning—Engaging and Empowering Learning through Technology	<ul style="list-style-type: none"> <li>• Implment Blended Learning instructional model</li> <li>• Provide equitable Digital Access (1:1 devices, hotspots)</li> </ul>
Teaching—Teaching With Technology	<ul style="list-style-type: none"> <li>• Provide authentic learning opportunities (new Drone program)</li> <li>• Implement new K12 Computer Science &amp; Digital Fluency Standards</li> </ul>
Leadership—Creating a Culture and Conditions for Innovation and Change	<ul style="list-style-type: none"> <li>• Invest in digital learning; monitor budget to reallocate costs</li> <li>• Partner with outside agengies (current hotspots funded through ConnectEd grant)</li> <li>• Empower Blended Learning Leaders to take an active role in modeling best practices</li> </ul>
Assessment—Measuring for Learning	<ul style="list-style-type: none"> <li>• Employ "next generation" assessment strategies that provide students opportunities to demonstrate learning through multiple pathways</li> <li>• Blended Learning pathways</li> <li>• Learning Management Systems</li> <li>• Expand use of adaptive applications (such as iReady)</li> </ul>
Infrastructure—Enabling Access and Effective Use	<ul style="list-style-type: none"> <li>• Update interior access points</li> <li>• Install exterior access points</li> <li>• Provide hotspots to students with no/unreliable internet access</li> </ul>

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 04/01/2022

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.**

Technology provides opportunities for educators to differentiate, modify, accommodate the unique learning needs for students with disabilities (SWD).

Strategy	Description
1:1 device allocation	Although students in grades 3-8 receive laptops as part of the 1:1 program, iPads are provided to SWD if the device is more suitable for their learning needs. Similarly, students with visual impairments are provided devices with larger screens and stickers that display the keyboard in high contrast.
Learning Applications	The Technology Department purchases applications specifically for the Special Education Department's use. For example, Proloquo2Go is an assistive technology application that supports individuals who need support with communication. The district also purchased News2You for Special Education inclusion programs within the district. This software includes a symbols-supported newspaper that connects students to current events.
Learning Management Systems	LMS provide educators the ability to differentiate instructional materials for students.

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

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

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 04/01/2022

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

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

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

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

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

Yes

7a. If Yes, check one below:

In the 5 languages most commonly spoken in the district

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

(No Response)

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 04/01/2022

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 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 checked="" 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 checked="" type="checkbox"/> Integrating technology and curriculum across core content areas
<input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology	<input checked="" type="checkbox"/> Web authoring tools
<input type="checkbox"/> Writer's workshop in the Bilingual classroom	<input checked="" type="checkbox"/> Helping students connect with the world
<input 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 checked="" type="checkbox"/> Use camera for documentation
<input checked="" 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	

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

Blended Learning

## 2022-2025 Instructional Technology Plan - 2021

## V. NYSED Initiatives Alignment

Page Last Modified: 04/01/2022

**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 checked="" type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website.  | <input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district.   | <input type="checkbox"/> Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work. |
| <input 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 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 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 - 2021**V. NYSED Initiatives Alignment

---

Page Last Modified: 04/01/2022

**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](mailto:edtech@nysed.gov).

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 06/10/2022

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	1.00
Instructional Support	1.80
Technical Support	5.60
<b>Totals:</b>	<b>8.40</b>

2. Investment Plan

Provide a three-year investment plan to support the vision and goals. All costs must be calculated for the entire three year-period, not annualized. For example, if a cost occurs annually, the estimated cost should include the annual cost times three.

Provide a three-year investment plan to support the vision in Section II and goals in Section IV.

A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question.

All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	Professional Development	Blended Learning PD	72,675	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	n/a
2	Network and Infrastructure	Upgrade MDF, install backup generator.	1,300,000	One-time	<input 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: 06/10/2022

	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"/> Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Internet Connectivity	Hotspots	25,200	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 checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	n/a
4	Professional Development	Certification Course	2,055	One-time	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	n/a



2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 06/10/2022

	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	
<b>Totals:</b>			<b>1,399,930</b>			

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

Not Applicable

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

Instructional Technology / Instructional Technology (mexicocsd.org)

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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 03/28/2022

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 checked="" type="checkbox"/> 1:1 Device Program	<input checked="" type="checkbox"/> Engaging School Community through Technology	<input type="checkbox"/> Policy, Planning, and Leadership
<input type="checkbox"/> Active Learning Spaces/Makerspaces	<input type="checkbox"/> English Language Learner	<input checked="" type="checkbox"/> Professional Development / Professional Learning
<input checked="" type="checkbox"/> Blended and/or Flipped Classrooms	<input checked="" type="checkbox"/> Instruction and Learning with Technology	<input checked="" type="checkbox"/> Special Education Instruction and Learning with Technology
<input type="checkbox"/> Culturally Responsive Instruction with Technology	<input checked="" type="checkbox"/> Infrastructure	<input checked="" type="checkbox"/> Technology Support
<input checked="" 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 checked="" type="checkbox"/> Online Learning	<input type="checkbox"/> Other Topic B
<input checked="" 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	Candace Fitzgerald	Director of Technology, Data, & Innovation	cfitzgerald@mexicocsd.org	<input checked="" type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input checked="" type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input checked="" type="checkbox"/> Digital Fluency Standards <input checked="" type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input checked="" type="checkbox"/> Instruction and Learning with Technology <input checked="" type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input checked="" type="checkbox"/> Online Learning <input type="checkbox"/> Personalized

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 03/28/2022

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

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

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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 03/28/2022

	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 - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 03/28/2022

	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 - 2021

VII. Sharing Innovative Educational Technology Programs

---

Page Last Modified: 03/28/2022

	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</li><li>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>

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