

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

I. District LEA Information

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

Russell Bartlett

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

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

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

II. Strategic Technology Planning

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

Together, we inspire, challenge, and proudly support all students.

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

The Tupper Lake Central School District welcomes our families and the community in working collectively as we empower students to accomplish their academic and personal goals.

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

(1) Administrative group:

Russell Bartlett - Superintendent of Schools

Cynthia Lauzon - Middle-High School Principal

Elizabeth Littlefield - Elementary School Principal

Lee Kyler - Director of Special Programs

(2) Curriculum Coordinators

Alicia Tucker - Technology Coordinator

Melissa Savage - 7-12 ELA Coordinator

Shannon Tremblay - PK-6 Math Coordinator

Rhonwen Jones - PK-12 Occupational Therapy

(3) At-Large Members

Chris Savage - Grade 6 ELA

Kate Bennett - 9-12 Special Education

Meehan Bourgeois - K-2 Reading

Wendy Cross - K-12 Art/Technology

Kelcey Summers - Elementary Instruction

Bridget O'Leary - 7-12 Spanish

The committee met virtually and asynchronously throughout the 2021-22 school year. Questions and prompts were posted to a Jam Board and a Google Doc for feedback from committee members throughout each of seven different weeks. Through this process we refined goals and worked toward action plans as the plan took shape. Each step was shared with the committee for feedback after the information was collected and digested. Each "Step" below represents approximately one week of work. There is some overlap, and some steps were able to be completed in much less than a week.

January, Step 1 - Share previous plan goals: What do we do well? What do we need to improve on?

Step 2 - Review responses and begin to form new goals.

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Step 3 - Refine goals from previous week's responses.

Step 4 - Formallize proposed goals. How many should we have? What is the risk of too many goals.

Step 5 - Divided teams begin to work on step-by-step process of working toward goals. Review SMART goals.

Step 6 - Check in on progress.

Step 7 - Collect and present final product. Confirm/revise 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?**

Previous committee work took place through large-group, in-person meetings exclusively. The attempt for this plan was to break the work into smaller parts with smaller groups and an asynchronous timeline so that more voices might have the opportunity to contribute more meaningfully. Using the lessons learned from remote instruction over the past two years, our plan development was designed to be able to optimize contribution from all parties by making the process less structured in the traditional sense and more accessible to all.

Strengths/areas of improvement

The initial "meetings" in plan development were dedicated to reviewing previous goals. Members were asked to identify the strengths, weaknesses and barriers encountered in fully reaching/implementing those goals. The committee members polled their peers during department and/or grade level meetings. Parent feedback was available through tech questionnaires that had been collected during and after COVID-based school closures during the 2020-2021 school year.

Early on, the committee identified that while significant progress had been made in our work toward the previous plan's goals, continued work toward some of them was merited and should be the focus of this plan's development. A common thread evolved that identified a need for a technology "hub" within each school building, and that the school library should begin to make this shift as a main focus toward over the course of this plan.

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

Our experiences with remote and hybrid learning models during the COVID pandemic have provided valuable insight into the district's use of technology to provide and support instruction.

The rapid adoption of learning management systems in March 2020 (Google Classroom, Class Dojo, Canvas, iSpring, etc...) targeted to specific grade levels has facilitated additional learning opportunities for students who are physically absent. Feedback from families indicates that a single (or reduced number) platforms would be beneficial.

Reliance on an electronic communication system (Google, Edlio, Remind, etc...) has helped our community stay connected.

Remote learning experiences in the K-2 has emphasized the importance of utilizing touch-capable devices to our younger students.

Interest and access to professional development has transitioned to more remote synchronous, remote asynchronous, on-demand, and hybrid formats.

The rapid adoption of a 1:1 device program in March 2020 highlighted the need for digital citizenship and tech proficiency throughout our pre-K-12 curriculum.

Parent and community feedback has strongly informed our efforts through the use of surveys, strategic planning, and stakeholder groups focused on addressing the entire operation of the school as it relates to the community as a whole.

**6. Is your district currently fully 1:1?**

(No Response)

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**7. Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision as stated in response to question 2.**

## pre K-5 Professional Development Topics

Data analysis – use of iReady, student work, and other data sources to inform instruction and provide growth-producing, targeted feedback.

ELA and Math instruction focus on strengthening basic literacy and numeracy skills, and how to effectively deliver this instruction in-person and remotely.

Using formative assessments to support essential standards, Tier 1 instruction and Response to Intervention (RtI).

Increase capacity for teachers and staff to use Social-Emotional Learning (SEL) to inform instructional strategies and support practices, both in-person and remotely.

Integration of ISTE standards into instruction supporting collaboration, critical thinking, and differentiation.

Maintain current pedagogy relating to ELA, Math, Science, Computer Science and Digital Fluency Next Gen Standards and Social Studies Framework.

## 6-8 Professional Development Topics

Delivery of instruction for in-person and virtual learning models.

Integrating SEL in both in-person and remote learning.

The use of technology in the coordination, integration and support of of RtI.

Designing/identifying science laboratory experiences that can be used in a virtual and in-person setting.

Integration of Computer Science and Digital Fluency Next Gen Standards.

## 9-12 Professional Development Topics

Use of technology in developing formative assessment tools.

Technology to coordinate, intergrate and deliver tier 1 instruction and RtI.

Planning to effectively integrate technology into student centered instruction.

Use of student work, common assessments, technology, and other data sources to inform instruction and provide growth-producing, targeted feedback.

Data-driven implementation of SEL.

Building student independence through socially-, culturally-, informed learning.

Collaborative horizontal and vertical planning

Designing standard-focused instruction for in-person and virtual learning models.

Integration of Computer Science and Digital Fluency Next Gen Standards.

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

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

1. Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.

**The district has met this goal:**

(No Response)

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:**

(No Response)

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:**

(No Response)

4. Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.

**The district has met this goal:**

(No Response)

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:**

(No Response)

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Incorporate "technology hubs" that will facilitate the creation of learning environments that are responsive to changing student needs through the application of technology.

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

(No Response)

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

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> All students   | <input checked="" type="checkbox"/> Economically disadvantaged students  |
| <input checked="" type="checkbox"/> Early Learning (Pre-K -3)  | <input type="checkbox"/> Students between the ages of 18-21  |
| <input checked="" type="checkbox"/> Elementary/intermediate  | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs  |
| <input checked="" 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 checked="" 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 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 checked="" 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.

Data collection  
 Data disaggregation  
 Data collection  
 Investigate  
 Post goal/plan work:

Data collection  
 It is our goal to see a significant increase in technology hub use at the completion of this plan. (The specific numerical value increase will be identified after collecting the initial data.)

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

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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Research	Develop a 5 question survey to assess the current use of the library media center by students and staff.	Library Media Specialist	Technology Coordinator	08/01/2022	\$0
Action Step 2	Evaluation	Disaggregate survey data.	Library Media Specialist	Technology Coordinator, Superintendent, Tech Committee	10/01/2022	\$0
Action Step 3	Research	Identify (and visit) three districts with library media centers we could emulate to better serve our needs.	Library Media Specialist	Technology Coordinator, Superintendent, Tech Committee	03/01/2023	\$0
Action Step 4	Planning	Develop comprehensive plan for conversion of our library spaces.	Director of Technology	Building principals, technology coordinator, superintendent, assistant superintendent.	06/30/2023	\$0

7. This question is optional.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Planning	Develop budget plan for conversion of library to true media center.	Business Official	Superintendent, Technology Coordinator, Building Principals	07/01/2023	\$0
Action Step 6	Implementation	Convert current library media centers to technology hubs.	Library Media Specialist	All staff.	09/01/2024	\$0
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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IV. Action Plan - Goal 1

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

Annually plan and provide professional development that will ensure that educators and leaders are proficient in the integration of instructional technologies.

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

(No Response)

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.

Twice yearly (September and February), the District Technology Team will develop surveys to assess the needs of students, staff and community members in the application of instructional technology. The data collected from that survey will be shared with the District Professional Development Committee and a minimum of two related, Standards based PD opportunities will be available to stakeholders in the following three months.

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

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Collaboration	technology Committee and PD committee to develop needs assessment survey.	Superintendent	Technology Coordinator	08/01/2022	0
Action Step 2	Research	Collect data from needs assessment and prioritize needs.	Instructional/PD Coach	Superintendent, Technology Coordinator	09/30/2022	0
Action Step 3	Collaboration	Develop and schedule in-service course offerings,	Superintendent	PD Committee, Technology Coordinator	10/30/2022	0
Action Step 4	Professional Development	Conduct targeted in-service programs to stakeholder audience.	Director of Technology	PD Committee, Technology Coordinator	02/01/2023	\$1500

7. This question is optional.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Planning	Collect data from needs assessment and prioritize needs.	Superintendent	Technology coordinator	06/01/2023	0
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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## IV. Action Plan - Goal 3

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**1. Enter Goal 3 below:**

Develop and provide material and professional development support to increase and maintain "Instructional Flexibility"

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

(No Response)

**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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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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.**

Background: March of 2020 (and the entire 2020-21 school year for most) represented a seismic shift in education. Instantly and without time to plan and incorporate new ideas with any degree of finesse at all, we were thrown into a world of "remote learning". It has made many educators, students, and community members wary of instructional technology. Three years ago, pre-COVID, it was a shining beacon on the horizon, it was going to someday make everything better, easier, and more efficient. Today it often evokes memories of trauma and some of the darkest times we can recall as educators. We need to fix that. We need to find ways to make the instructional process more flexible and to utilize technology to continue to provide opportunities for our students.

Once of the most significant concerns about the future of education is the looming teacher shortage. As a rural district, I fear for the day that I cannot provide a certified science, math, foreign language teacher in-person for the students of the District. Technology is likely the most immediate solution to the problem, and we need to make that process work and work well for our kids. That's the heart of this particular goal.

I do understand that the NERIC Distance Learning Network exists to serve this purpose to a degree, and our District has been a part of that for 20-ish years, but the constraints of a separate instructional space is a significant limiting factor. We've learned over the past two years that the process needs to be more mobile, more flexible, and more accessible.

The acquisition and installation of network connected touchscreen displays in each classroom throughout the district will both enable a higher degree of instructional flexibility and enhance instruction for all students; in-person, remote, or otherwise.

Additionally, in 2021-22 we began a pilot program as a provider of Algebra 2 to a remote set of students in a neighboring district. We would like to lay out a five year plan that investigates best practices and refinements to current practices in order to create the best opportunities for students in our region (or beyond).

We will debrief the instructor, students, parents and administration from the current Algebra 2 class at the conclusion of the year. That data will serve as a starting point in planning for this and any other courses that will be offered this way for 2022-23.

Did the existing technology provide a valuable experience? What technology could be used to make the instructional/learning process better?

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	Research	Provide course evaluation survey to all stakeholders for current Alg2 hybrid class.	Director of Technology	Building principal, instructor.	06/30/2022	0
Action Step 2	Planning	Utilize survey results to assess technology needs in additional courses offered in the	Instructional Technology Coach	Building principal, instructor	08/01/2022	\$0

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IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		coming year.				
Action Step 3	Collaboration	Survey regional districts to identify anticipated course/instructor needs over the next 5 years	Superintendent	Technology coordinator	09/01/2022	0
Action Step 4	Community Partnerships	Survey community to identify community needs for adult/continuing education.	Superintendent	Community Liaison	10/01/2022	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	Planning	Continue to cycle (annually) through the evaluation/assessment /needs/planning process and develop a five year vision of what we will need and be able to offer.	Curriculum and Instruction Leader	Superintendent	07/01/2023	0
Action Step 6	Planning	Identify and prioritize spaces for the acquisition and installation of network connected touchscreen displays.	Building Principal	Technology Coordinator	12/01/2022	0
Action Step 7	Budgeting	Utilize prioritized list to plan a purchase schedule for network connected touchscreen devices.	Business Official	Building principals	02/01/2023	0
Action Step 8	Implementation	Acquire, install and train in the use of network-connected	Superintendent	Building principals, maintenance, professional	06/30/2025	\$627,180

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IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		touch screen devices.		development committee.		

8. **Would you like to list a fourth goal?**

(No Response)

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

V. NYSED Initiatives Alignment

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

## V. NYSED Initiatives Alignment

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

The goals stated within this submission are a part of a more comprehensive plan for technology acquisition and use. Our vision to meet the technological needs of our schools in an ethical and sustainable manner, promoting digital citizenship and safety, and preparing all to work and live in a global community remains the same.

The complete strategic planning process of the Tupper Lake Central School District coordinates the integrated systems that are a part of improving student outcomes. The Targeted improvement Workplan is designed to focus the Administration and Staff on specific areas identifies a priorities for a single school year. More comprehensive planning takes place over a five-year period. The Targeted Improvement Workplan extracts the necessary annual steps toward achieving those long-range goals from each of the five existing plans. Those plans are as follows:

Technology  
Professional Development  
Curriculum, Instruction, Assessment, & Data  
Safety  
Finance

Each committee is chaired by a member of the Administrative team and includes members from technology staff, curriculum directors, directors of pupil personnel services, teachers, and school library media specialists, and (at times) parents or community members.

The Uniform District Comprehensive Plan is the operational document for all aspects of any given area (known as "system".) Each system plan contains four uniform sections. Those sections are the introduction, body, planning, and integration. Each section (Technology plan shown) contains a uniform set of sub-sections as follows:

Introduction  
Philosophy  
History  
Organization  
Body  
Educational Technology  
Classroom Management  
Professional Resources  
School Operations  
Infrastructure  
Safety  
Planning  
Evaluation  
Short-Range Goals 1yr  
Medium-Range Goals 3yr  
Long-Range Goals 5yr  
Integration  
Budget  
Technology  
Instruction  
Facilities  
Financial  
Safety

The primary job of the committee for each of the systems is to set the vision for their group, evaluate the progress, of long-range (more than five year), medium-range (three to five year), and short-range (one to two year) goals, and adjust the goals according to new research, data, or other relevant factors.

Committees meet no less than six times per year. The agendas are developed by the committee chairperson with input from the committee members. The agendas are reviewed at bi-weekly Administrative Team Meetings. There, integration between the various

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## V. NYSED Initiatives Alignment

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systems can be overseen, and the needs or resources for the various activities can be allocated. The Integration section of each plan guarantees that there are adequate resources planned across all of the system plans.

Items contained in the Short-Range Goals are compiled and a document called the "Targeted Annual Improvement Workplan" is published. Each action step within the document is placed on a schedule for reporting at Faculty Meetings, Parent Meetings, Administrative Team Meetings, and Board of Education Meetings.

The Targeted improvement Workplan is designed to focus the Administration and Staff on specific areas identifies a priorities for a single school year. More comprehensive planning takes place over a longer period of time and identifies goals in three to five year periods of time. The Targeted Improvement Workplan extracts the necessary annual steps toward achieving those long-range goals from each of the five existing plans.

## Technology Standards

The National Educational Technology Standards and Performance Indicator for Teachers, Students, and Administrators provide concrete goals for achievement in each of the three areas. Specifically, these key points form the basis for the Technology Planning Team. They are:

## For Teachers

Facilitate and Inspire Student Learning and Creativity  
Design and Develop Digital-Age Learning Experiences and Assessments  
Model Digital-Age Work and Learning  
Promote and Model Digital Citizenship and Responsibility  
Engage in Professional Growth and Leadership

## For Students

Creativity and Innovation  
Communication and Collaboration  
Research and Information Fluency  
Critical Thinking, Problem Solving, and Decision Making  
Digital Citizenship

## For Administrators

Visionary Leadership  
Digital-Age Learning Culture  
Excellence in Professional Practice  
Systemic Improvement  
Digital Citizenship

The vision of the Tupper Lake Central School District is to be in partnership with students' community and home to help each one achieve academic and personal excellence. Additionally, It is the mission of our District and this community to set high expectations for our youth and to provide a well-rounded educational program which will enable our graduates to be productive and successful in their personal and professional lives.

## Core Beliefs

We are all responsible for....

ensuring safety and security,  
creating an inclusive learning environment where all students are encouraged to take learning risks,  
demonstrating empathy in all interactions,

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## V. NYSED Initiatives Alignment

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embracing individual student's pathways to success,  
valuing the contributions of each student and staff member and,  
promoting civic engagement in the community.

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.**

Throughout the duration of this plan, funding will be allocated to maintain a 1:1 student/device ratio. Additionally, every student will be provided with the ability to loan a Chromebook from the district. As needed, mobile WiFi devices are also available. Additional funding is set aside yearly towards infrastructure maintenance and advancement to ensure network capacity. Workshops and Professional Development will be provided regularly for all stakeholders including students, staff, faculty and community partners including parents.

3. **Students with disabilities may be served through the use of instructional technology as well as assistive technology devices and services to ensure access to and participation in the general education curriculum. Describe how instruction using technology is differentiated to support the individual learning needs of students with disabilities.**

The District uses technology to support individualized learning and differentiation among students with disabling conditions. An assistive technology evaluation of student needs is completed in accordance with CSE guidelines. Students employ a variety of developmentally appropriate technical tools to compete in curriculum, using a low technology to high technology spectrum to determine what appropriately meets student needs. These tools can impact the manner in which students respond to, become engaged with, and demonstrate knowledge.

Tools used for differentiation based on disabling condition include, but are not limited to the following:

spell/grammar check devices  
text-to-speech and speech-to-text software  
document cameras  
scanners  
accessible electronic documents  
word processing  
large-screen calculators  
alternative input devices (touch screens/on screen keyboards)  
Braille printing  
magnification  
screen readers  
communication devices (FM systems)  
coupling accessories (technology that can work directly with cochlear implants and hearing aids)  
closed captioning  
Audio books

Instructional strategies used for differentiation based on disabling condition include, but are not limited to the following:

Research and evidence based practices  
Qualified, specialized personnel  
Age/grade/developmentally appropriate levels of instruction

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## V. NYSED Initiatives Alignment

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- 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)   |

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

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

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

- 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.**

(No Response)

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## V. NYSED Initiatives Alignment

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

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

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

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

<p><input checked="" type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website.</p> <p><input type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.</p> <p><input type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment.</p> <p><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</p> <p><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.</p> <p><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.</p>	<p><input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district.</p> <p><input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed.</p> <p><input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.</p> <p><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.</p> <p><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.</p> <p><input type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for</p> <p><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)./</p> <p><input checked="" type="checkbox"/> Technology is used to</p>	<p><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.</p> <p><input checked="" type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./</p> <p><input type="checkbox"/> Provide online mentoring programs.</p> <p><input type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.</p> <p><input checked="" type="checkbox"/> Offer a technology/support hotline during flexible hours.</p> <p><input type="checkbox"/> Make sure technology/support is offered in multiple languages.</p> <p><input type="checkbox"/> Other (Please identify in Question 9a, below)</p>
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## V. NYSED Initiatives Alignment

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- |                                     |   |  |
|-------------------------------------|---|--|
| <input type="checkbox"/>            | Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.  | provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content. |
| <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. |  |

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

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

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



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VI. Administrative Management Plan

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1. Staff Plan

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

	Full-time Equivalent (FTE)
District Technology Leadership	0.50
Instructional Support	0.50
Technical Support	1.00
<b>Totals:</b>	<b>2.00</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	Peripheral Devices	Interactive Display	300,000	Both	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input checked="" 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	--
2						

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
	End User Computing Devices	Student Devices	500,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input 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	--
3	Professional Development	Professional Development to support device purchases.	45,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input checked="" type="checkbox"/> Other (please identify in next column, to the right)	Vendor

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> N/A	
4	Network and Infrastructure	Servers, wireless capacity, security enhancements.	589,000	One-time	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input checked="" type="checkbox"/> Instructional Materials Aid <input checked="" 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	--
<b>Totals:</b>			<b>1,434,000</b>			

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

(No Response)

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.tupperlakecsd.net/apps/pages/instructional-technology-plan-2022-2025>

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

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VII. Sharing Innovative Educational Technology Programs

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

<input checked="" type="checkbox"/> 1:1 Device Program	<input type="checkbox"/> Engaging School Community through Technology	<input checked="" 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 checked="" type="checkbox"/> Blended and/or Flipped Classrooms	<input checked="" 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 checked="" type="checkbox"/> Data Privacy and Security	<input type="checkbox"/> OER and Digital Content	<input type="checkbox"/> Other Topic A
<input checked="" type="checkbox"/> Digital Equity Initiatives	<input checked="" 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	Russell Bartlett	Superintendent	russellb@tupperlakecsd.net	<input checked="" type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input checked="" type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input checked="" type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input checked="" 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	Daniel Bower	Asst. Superintendent	danielb@tupperlakecsd.net	<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

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Technology <input checked="" 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 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	Alicia Tucker	Technology Coordinator	aliciat@tupperlakecsd.net	<input type="checkbox"/> 1:1 Device

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Program <input type="checkbox"/> Active Learning Spaces/Makerspace s <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input checked="" type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input checked="" 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 Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education

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	Name of Contact Person	Title	Email Address	Innovative Programs
				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/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized



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VII. Sharing Innovative Educational Technology Programs

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	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

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).