

**2018-2021 Instructional Technology Plan - Annually - 2018**

I. District LEA Information

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**Section I - District LEA Information**

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

Michael Murphy

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

Director of Technology

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email [edtech@nysed.gov](mailto:edtech@nysed.gov).

**2018-2021 Instructional Technology Plan - Annually - 2018****II. Strategic Technology Planning**

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**Section II - Strategic Technology Planning****1. What is the overall district mission?**

The Forestville Central School District is dedicated to educating students to meet or exceed the NYS learning standards, develop their critical thinking skills, and achieve their fullest academic potential. The Board of Education, parents, community members, staff, and faculty are expected to work together to support these educational goals while preparing our students to become independent and responsible members of society. There is a need for accountability at all levels of the organization to improve student achievement and school effectiveness.

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

The technology mission of the Forestville Central School District is to incorporate technology into its educational program in order to:

- Expand the knowledge base of students, staff, and community through technology
- Provide a learning environment for all stakeholders that is flexible and responsive to change
- Develop an understanding of the capabilities and applications of technology as a tool for life-long learning
- Provide opportunities for our district and community to utilize the resources available within our school to maximize the positive effects that technology offers beyond the typical school day.

Forestville CSD endeavors to be a responsible leader in the field of technology and its integration into sound educational practice for the benefit of student learning.

We strive to be forward thinking and prepared for inevitable change, while being ever conscious of our fiscal constraints. We continuously seek creative means to fund our advancement. This vision is grounded in our commitment to developing the full potential of each Forestville student. Our students will take with them the skills they need through access, exposure, and appropriate use of technology in order to become productive, effective members of the global community.

**3. List three goals that will drive the attainment of the vision.**

	List Goals
Goal 1	To create a place of learning that will explore and provide for every aspect of students' capacities for learning by developing a broad, challenging and engaging curriculum. We will provide students with the knowledge and skills necessary for the twenty-first century.
Goal 2	Forestville CSD realizes the importance of professional development in integrating technology into teaching and learning. The true challenge of professional development is to inspire and prepare classroom teachers to launch curriculum-rich activities with the tools that make sense. Technology can be used as a tool to provide access to incredible resources that a teacher can use to greatly enhance the learning experience.
Goal 3	Provide technology infrastructure that will adequately support the integration of devices necessary for enhanced student learning, administrative needs, school security, and communication. This will include sustainability of the current technologies along with the support of new and emerging technologies.

**4. Do you want to list a fourth goal that will drive attainment of the vision?**

No

**5. Do you want to list a fifth goal that will drive attainment of the vision?**

No

**2018-2021 Instructional Technology Plan - Annually - 2018****II. Strategic Technology Planning**

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

The Technology Plan began with the formation of a technology committee consisting of stakeholders including staff, administrators, students, parents, and community members. The committee meets regularly to discuss technology pilots, resources, support, as well as staff needs and concerns. The technology plan was created utilizing committee recommendations. Members of the technology committee will serve as building and department liaisons to share any issues or concerns their colleagues have. The Director of Technology informs the technology committee of any future pilots, new programs, issues and concerns. The Director of Technology can assess staff needs and discuss with building administration requests that involve further planning. The technology committee is actively discussing ideas on how best to utilize funding from the Smart Schools bond, e-rate program, and future capital projects, and how best to match that with the technology plans. The committee also recognizes that the network infrastructure, as well as reliability and speed, has become increasingly more important to our district as we continue to add mobile devices in addition to our pre-existing technology. The technology committee will conduct ongoing surveys to ensure that the current technology is supporting staff, students and community members efficiently. The desired outcomes include utilizing technology to differentiate learning, providing adaptive technology, supporting creativity, critical thinking, collaboration and communication. Committee members recognize that in order for the technology plan to be effective it needs to remain fluid and have the capability to change by adding addenda to ensure the Forestville CSD remains on the cutting edge and has the capability to change services, devices, and programs, and to offer our students and staff the best educational opportunities.

- 7. Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision.**

Forestville CSD realizes the importance of professional development in integrating technology into teaching and learning. The true challenge of professional development is to inspire and prepare classroom teachers to launch curriculum-rich activities with the tools that make sense. Technology can be used as a tool to provide access to incredible resources that a teacher can use to greatly enhance the learning experience. Our professional development plan includes workshops, one-to-one sessions, in-service course offerings, collegial circles, Superintendent's Conference Day workshops, peer coaching, conferences, technology department technical support, one-on-one training, and Erie 1 BOCES workshops and training. Our goal is to empower educators to effectively take advantage of digital resources and professional development websites as they design technology-embedded lessons and units of study. One of the main goals of the Technology Department is that teachers create their own professional learning communities (PLC). These PLC's connect a group of learners to questions, reflect, share ideas and learn from each other. We have used turnkey training methods when implementing new procedures such as with Google Classroom, using our various website subscriptions, and using our SMS. Teachers are faced with historic opportunities of helping students to analyze their abilities to access unlimited amounts of information.. All staff will receive timely, appropriate and ongoing development opportunities. We must become life-long learners ourselves and create a learning organization. These opportunities must be flexible enough to address the various needs and learning styles of all individuals. In-service courses have included: analyzing STAR test results, SmartBoard and Notebook Use, Google Drive, Using Flocabulary and BrainPop in the Classroom, Google Classroom, Google Chrome, School Website Page Editing, Advanced Google Classroom, and Google Docs.

- 8. How will the instructional technology goals be measured and evaluated during and after implementation? Be sure to include any tools or metrics that are part of this evaluation process.**

Members of the technology committee will serve as building and department liaisons to share any issues or concerns their colleagues have. The committee will also monitor and evaluate the success of technology integration using the following:

- Review of technology use by staff and students by the technology committee.
- Data concerning staff proficiency in the use of technology for instructional and management functions.
- Usage data such as logs of computer lab use, use of peripherals.
- Technical assistance and troubleshooting logs.
- Analysis of data related to student learning.
- Student data such as state and local assessments; screening, benchmarking and progress monitoring.
- Review of evaluation data from staff development activities.
- Professional development days, workshops, and conferences.
- Surveys of staff, students, and/or families as appropriate.

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**2018-2021 Instructional Technology Plan - Annually - 2018****III. Action Plan - Goal 1****Section III - Action Plan**

**Overview:** This section requires specific action steps that will be taken in order to achieve each of the goals presented in Section II of the plan. Each goal will have its own page in the plan. For this page, copy Goal #1, which you listed in Section II, Question 3, and respond to all questions below.

**1. Goal #1**

To create a place of learning that will explore and provide for every aspect of students' capacities for learning by developing a broad, challenging and engaging curriculum. We will provide students with the knowledge and skills necessary for the twenty-first century.

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

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

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

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> All students    | <input type="checkbox"/> Migrant students   |
| <input type="checkbox"/> Pre-K-2                    | <input type="checkbox"/> Homeless students  |
| <input type="checkbox"/> Grades 3-5/6               | <input type="checkbox"/> Economically disadvantaged students  |
| <input type="checkbox"/> Middle School              | <input type="checkbox"/> Students between the ages of 18-21   |
| <input type="checkbox"/> High School                | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Other (please identify in Question 3a, below)                                |
| <input type="checkbox"/> ELL/MLLs                   |   |

**4. List the action steps that correspond to Goal #1 from your answer to Question 1, above.**

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Evaluation	Evaluation of our learning environments and curriculum is an on-going continuous process. We evaluate our progress through various methods including: projects, presentations, online testing, state testing, collection of usage and content data from Google for Education, Renaissance Learning STAR exams, teacher observations, attendance, graduation rates, as well as student, teacher, administration and community feedback.	Other (please identify in next column, to the right)	Technology Committee	June (06)	2021	0

## 2018-2021 Instructional Technology Plan - Annually - 2018

## III. Action Plan - Goal 1

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
			)				
Action Step 2	Curriculum	Forestville CSD is committed to providing an array of programs, opportunities and services that will support all students as they endeavor to meet the challenges of excelling in a rigorous academic curriculum, communicating in an environment of respectful social interaction and developing their interests and talents. As a district, we have expanded research and application of best practices to enhance instruction and curriculum; provided opportunities for professional development for staff; and incorporated elements of best practice into curriculum development. By offering a wide array of learning opportunities, programs and courses, we have ensured opportunities for students to engage in critical thinking and problem solving, effective communication, collaboration and creativity as part of their school experience and provided for effective use of technology and real-world application of knowledge and skills.	Building Principal	N/A	June (06)	2021	0
Action Step 3	Collaboration	We have endeavored to foster communication with and participation of all constituents of the school and larger community. Our district is fortunate in having talented and dedicated professional staff that are committed to the success of our students and who value opportunities to analyze data and reflect upon professional practice in order to continually improve program. Our teachers collaborate in many ways; some	Superintendent	N/A	June (06)	2021	0

## 2018-2021 Instructional Technology Plan - Annually - 2018

## III. Action Plan - Goal 1

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
		share Google Classrooms with each adding components, many develop lesson plans and many join each others professional social learning networks to work together. We encourage our learning community to collaborate on developing rubrics, online resources, question banks, SmartBoard lessons, and curriculum resources. Forestville's philosophy is the more we collaborate with one another the smarter we all are. Through team work mistakes are welcome, participation is a must, and we all become learners. At Forestville, we encourage our teachers to create performance-based projects in which students can collaborate with each other and competition is minimized. Elementary school students receive standards based report cards. We have most parents actively using the PowerSchool Parent Portal to be actively involved in their child's learning. Through this transparency, parents and teachers collaborate to help students succeed.					
Action Step 4	Learning Spaces	Forestville Schools classrooms all have high speed Internet, WIFI access, with a BYOD network, Smart Boards, with software and devices appropriate for the content. We have desktops, iPads and Chromebooks. Software applications and website subscriptions are carefully selected based upon research and successful pilots. Teachers are provided with ongoing, engaging professional development and encouraged to attend	Director of Technology	N/A	June (06)	2021	0

## 2018-2021 Instructional Technology Plan - Annually - 2018

## III. Action Plan - Goal 1

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
		local conferences and BOCES workshops to assist them in designing personalized learning for every student. Technology offers the opportunity for flexible seating options and classroom arrangements. Learning is no longer confined to four walls and 45 minute sessions.					

## 5. 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 - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

**2018-2021 Instructional Technology Plan - Annually - 2018**

## III. Action Plan - Goal 1

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	Response)		Response)	Response)	Response)	Response)	Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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**2018-2021 Instructional Technology Plan - Annually - 2018****III. Action Plan - Goal 2****Section III - Action Plan**

Copy Goal #2, which you listed in Section II, Question 3, and respond to all questions below.

**1. Goal #2**

Forestville CSD realizes the importance of professional development in integrating technology into teaching and learning. The true challenge of professional development is to inspire and prepare classroom teachers to launch curriculum-rich activities with the tools that make sense. Technology can be used as a tool to provide access to incredible resources that a teacher can use to greatly enhance the learning experience.

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

5. 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)**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> All students    | <input type="checkbox"/> Migrant students   |
| <input type="checkbox"/> Pre-K-2                    | <input type="checkbox"/> Homeless students  |
| <input type="checkbox"/> Grades 3-5/6               | <input type="checkbox"/> Economically disadvantaged students  |
| <input type="checkbox"/> Middle School              | <input type="checkbox"/> Students between the ages of 18-21   |
| <input type="checkbox"/> High School                | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Other (please identify in Question 3a, below)                                |
| <input type="checkbox"/> ELL/MLLs                   |   |

**4. List the action steps that correspond to Goal #2 from your answer to Question 1, above.**

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Research	Forestville administrators research best educational practices through professional journals, conferences, county/state/regional organizations, professional memberships, workshops and learning networks. Our administrators are lifelong learners who lead by example. Many of them utilize social media such as YouTube and Twitter to enhance their professional development and build their professional learning networks. Data analysis, personal observations and	Building Principal	N/A	June (06)	2021	0

## 2018-2021 Instructional Technology Plan - Annually - 2018

## III. Action Plan - Goal 2

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
		program evaluation enable them to determine building and department needs. New programs are piloted in the district and implementation of new programs is based on success of the pilots. Administrators seek to remain current with pedagogy through conference attendance and participation in relevant workshops. By maintaining professional memberships, practicing administrators and educators access journals and materials related to their fields. Commitment to networking allows colleagues to gain knowledge of practices in nearby districts in order to determine relevance and effectiveness. Our administrative team spends time exploring professional development techniques. Purposeful attendance at conferences is designed to support professional learning goals and increase instructional strategies. If they feel it is beneficial, they will provide their staff professional development. Training is provided through a variety of methods from email messages with resources, Canvas online collaborative courses, webinars, expert demos, peer to peer and hands on workshops and meetings.					
Action Step 2	Professional Development	Forestville CSD realizes the importance of professional development to integrate technology into teaching and learning. The true challenge of professional development is to inspire and prepare classroom teachers to launch curriculum rich activities with the tools that	Building Principal	N/A	June (06)	2021	75,000

## 2018-2021 Instructional Technology Plan - Annually - 2018

## III. Action Plan - Goal 2

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
		<p>make sense. Technology can be used as a tool to provide access to incredible resources that a teacher can use to greatly enhance the learning experience. Our professional development plan includes workshops, one-to-one sessions, in-service course offerings, collegial circles, Superintendent's Conference Days, peer coaching, conferences, technology department technical support, one-on-one training, and Erie 1 BOCES workshops and training. Our goal is to empower educators to effectively take advantage of digital resources and professional development websites as they design technology-embedded lessons and units of study. One of the main goals the technology department is that teachers will create their own learning networks. Learning networks represent the increased strength of two people over the power of an individual. We use the turnkey training method when implementing new procedures such as utilizing website subscriptions, using the PowerSchool Gradebook, and using Google Classroom. Teachers have an historic opportunity to teach students to use their power to access unlimited amounts of information. All staff receive timely, appropriate and ongoing development opportunities. We must become life-long learners ourselves and create a learning organization. These opportunities must be flexible enough to address the various needs and learning</p>					

## 2018-2021 Instructional Technology Plan - Annually - 2018

## III. Action Plan - Goal 2

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
		styles of all individuals. In-service courses have included: analyzing STAR test results, SmartBoard and Notebook Use, Google Drive, Using Flocabulary and BrainPop in the Classroom, Google Classroom, Google Chrome, School Website Page Editing, Learning with Kahoot!, Advanced Google Classroom, and Google Docs. Future courses will be based on teacher needs and feedback. Many of our professional development workshops incorporate using technology through website and online resources.					
Action Step 3	Professional Development	Professional development should be ongoing and supported by the various stakeholders. The intent is for participants to remain current with pedagogy and advancements in educational research through development of new skills or increasing expertise. The first step is to assess the instructional needs and areas of opportunity to enhance instruction. The director of technology and school administrators select participants based on level or subject area and determine the ultimate goal of the professional development in alignment with standards and district goals. Personalizing instruction to meet the needs of individual learners is as important for staff members as it is for students. Professional Development is based on department, school or individual needs such as new programs are implemented	Building Principal	N/A	June (06)	2021	0

## 2018-2021 Instructional Technology Plan - Annually - 2018

## III. Action Plan - Goal 2

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
		or when new standards are introduced. Professional development is also needed to support a district philosophy such as differentiated learning or UBD (Understanding By Design) as well as success for all students. Staff relate best when learning from their peers. Our professional development sessions occur through department, building, and grade level meetings. We offer several in-service day course throughout the year.					
Action Step 4	Evaluation	Evaluation of professional development begins with a baseline to determine current levels of performance and learning. Next, goals must be established to measure progress throughout the process. This includes level of teacher understanding, changes to instructional practice, and impact on student performance to determine effectiveness and identify gaps in knowledge and skills. To truly evaluate professional development teacher observation and evaluation is vital to determining if new training has transformed teaching and learning in the classroom. In some cases, evaluation of staff professional development is done through several methods mostly through surveys. Forestville strives to offer teachers, staff and students the highest standard of technology possible. Teachers will receive training as well as ongoing support on technology equipment and curriculum integration. No longer will classrooms be confined by	Other (please identify in next column, to the right)	Technology Committee	June (06)	2021	0

**2018-2021 Instructional Technology Plan - Annually - 2018**

## III. Action Plan - Goal 2

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
		time and space. Our children will truly be connected learners -- sharing, exploring and evaluating information through many forms of interactive technology. The goal of the technology plan is to create a student-centered, technology enhanced learning environment in which students, staff and community are able to effectively use technology with confidence and competence, create seamless integration of technology into all phases of the curriculum, raise student achievement and foster lifelong learning. Through the use of technology, various learning styles will be addressed so that all students can learn and achieve success in a global world.					

**5. 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 - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	(No	(No Response)	(No	(No	(No	(No	(No

## 2018-2021 Instructional Technology Plan - Annually - 2018

## III. Action Plan - Goal 2

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	Response)		Response)	Response)	Response)	Response)	Response)
Action Step 6	(No Response)	(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)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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**2018-2021 Instructional Technology Plan - Annually - 2018****III. Action Plan - Goal 3****Section III - Action Plan**

Copy Goal # 3, which you listed in Section II, Question 3, and respond to all questions below.

**1. Goal #3**

Provide technology Infrastructure that will adequately support the integration of devices necessary for enhanced student learning, administrative needs, school security, and communication. This will include sustainability of the current technologies along with the support of new and emerging technologies.

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

2. Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning

**3. Target Student Population(s)**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> All students    | <input type="checkbox"/> Migrant students   |
| <input type="checkbox"/> Pre-K-2                    | <input type="checkbox"/> Homeless students  |
| <input type="checkbox"/> Grades 3-5/6               | <input type="checkbox"/> Economically disadvantaged students  |
| <input type="checkbox"/> Middle School              | <input type="checkbox"/> Students between the ages of 18-21   |
| <input type="checkbox"/> High School                | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Other (please identify in Question 3a, below)                                |
| <input type="checkbox"/> ELL/MLLs                   |   |

**4. List the action steps that correspond to Goal #3 from your answer to Question 1, above.**

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 1	Evaluation	Assess technology needs based on technology committee concerns, surveys, administrative feedback, staff surveys, students' comments, parents concerns, technology requests received, and technology staff members' feedback and observations. The district has connectivity in every classroom and meeting area. We have wireless access in all classrooms, libraries and auditorium, and add additional access as needed. We have a wireless network for district owned devices, a BYOD network for students and staff to connect their	Director of Technology	N/A	June (06)	2021	0



## 2018-2021 Instructional Technology Plan - Annually - 2018

## III. Action Plan - Goal 3

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
		personal devices, and a guest network for community members to use. Every staff member, along with all students in grades 5-12 have a network account with email access. User access to the network is limited to their roles. Students have access to network folders based on their classes. The district presently has 250 desktop computers, 220 iPads, 220 Chromebooks, 30 printers, and 20 laptops. Every classroom has access to mobile devices as well as desktops. The health of our network can be evaluated based on our network downtime. It is critical to avoid network interruption as much as possible. If a network outage occurs, it is important to diagnose it, resolve the problem and develop a solution to prevent it from reoccurring. The network must provide consistency and speed to run our applications. It is important for the tech department to develop a practice for network infrastructure equipment replacement to be done in a consistent manor to provide the district with a reliable, consistent network. Forestville Schools recently replaced our two main virtual server hosts which provide greater reliability and recovery through snapshots as well as data duplication and replication. The network currently supports all district devices, applications and programs, and provides consistent high speed Internet access. Tech requests regarding network speeds are non-existent. It is our goal to be proactive regarding user needs and					

## 2018-2021 Instructional Technology Plan - Annually - 2018

## III. Action Plan - Goal 3

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
		continue to increase speed and reliability to support future needs.					
Action Step 2	Budgeting	<p>Forestville's technology budget begins with determining the number of devices that need to be replaced that are below minimum standards as defined by the districts hardware replacement schedule. Contractual software renewals must be included in the budget. The technology committee members meet to determine technology equipment and software needs for the next year. This committee is responsible for establishing a three year plan for the Business Administrator and the Technology Director, who then meet to discuss budgetary requirements. The tech department begins researching new models and analyzing which features best fit the department or grade level needs. We pilot new models and compare specifications. Part of the selection process is trying to determine future needs. The district purchases much of our IT equipment through Erie 1 BOCES Model</p> <p>Schools/CLSO BOCES service to receive professional development services and state aid. The technology budget needs to include resources to cover infrastructure, planned replacements and funding needed in the event of network equipment failure. Network infrastructure is replaced in a timely manner to avoid network interruptions due to hardware failure. Forestville looks for alternate</p>	Director of Technology	N/A	June (06)	2021	0

**2018-2021 Instructional Technology Plan - Annually - 2018****III. Action Plan - Goal 3**

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
		funding methods. We utilize E-rate funding to purchase new network switches and wireless access points. The technology department understands that every new device and software purchase comes with a responsibility to support it and replace it in future budgets. All district technology equipment should be in good working order or be replaced. The technology director meets with the Superintendent of Schools and the Business Administrator to determine district priorities and budgetary allocations.					
Action Step 3	Implementation	Purchase and Deploy Chromebooks and iPads for each student and staff member in grades K-12 that currently do not have one currently assigned to them.	Director of Technology	N/A	Aug. (08)	2021	105,000
Action Step 4	Implementation	Provide a replacement unit for each mobile device assigned to each student and staff as defined by the district hardware replacement schedule.	Director of Technology	N/A	Aug. (08)	2021	70,000

**5. 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.

## 2018-2021 Instructional Technology Plan - Annually - 2018

## III. Action Plan - Goal 3

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 5	Implementation	Replace aging Smartboards and Projector systems in each Classroom with large-screen interactive LCD screens.	Director of Technology	(No Response)	Aug. (08)	2020	330,000
Action Step 6	Implementation	Replace, upgrade, or enhance by additional wired and wireless network devices such as cabling, switches, access points, and network controllers in order to maintain and/or increase bandwidth and accessibility as needed to support both district owned devices and BYOD.	Director of Technology	(No Response)	Aug. (08)	2021	30,000
Action Step 7	(No Response)	(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)	(No Response)

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email [edtech@nysed.gov](mailto:edtech@nysed.gov).

**2018-2021 Instructional Technology Plan - Annually - 2018****IV. NYSED Initiatives Alignment****Section IV - NYSED Initiatives Alignment**

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

It is the ultimate goal of the technology plan to enhance teaching and learning. The mission of Forestville CSD is to empower all students to become lifelong learners who can achieve their potential. We wish to create an environment to enable engaged learners to flourish. Substantial improvements in the quality of our educational system will result from increased use of appropriate computer-related instructional technologies. Through the use of technology, various learning styles will be addressed so that all students can learn and achieve success. "An important part of our mission is to learn to use technology and use technology to learn."-Alan November. Forestville strives to offer teachers, staff and students the highest standard of technology possible. Teachers will receive training as well as ongoing support with technology equipment and curriculum integration. No longer will classrooms be confined by time and space. Our children will truly be connected learners -- sharing, exploring and evaluating information through many forms of interactive technology. The goal of the technology plan is to create a student-centered, technology-enhanced learning environment in which students, staff and community are able to use technology effectively with confidence and competence, creating seamless integration of technology into all phases of the curriculum; raising student achievement; and, fostering lifelong learning. Through the use of technology, various learning styles will be addressed so that all students can learn and achieve success in a global world.

- 2. 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 curriculum. Describe how instruction is differentiated using technology to support the individualized learning needs of this student group.**

The Forestville School District's instructional technology plan incorporates assistive technology services and/or devices as recommended by the Committee on Special Education (CSE). Once an assistive technology evaluation has been completed, the evaluation is given to the district CSE Chairperson who approves and places the requests with the technology department for configuring and managing tablets, laptops, Chromebooks, digital and audio books, translators, spelling devices and visual aids. Before deploying any assistive, adaptive or rehabilitative devices, the technician will meet with both the teacher and the student to observe the use of the recommended intervention. The technician will then meet with the teacher to discuss device(s), software, apps or augmentative device training. Based on a student's IEP, the technician will consult with special education teachers throughout the school year to ensure that students with disabilities have equitable access to instruction, materials and assessments. The Forestville School District's instructional technology plan addresses the provision of assistive technology specifically for students with disabilities ensuring access to instruction and participation in the general curriculum. Assistive technology is integrated into the student's total education program rather than delivered as a stand-alone service. For example, computer-based instruction may be needed for independent participation in activities supporting the curriculum. Software can be selected which mirrors the conceptual framework of the regular curriculum, offering an alternative way to respond to learning and meet educational goals. Software and apps can provide the tools for written expression, spelling, calculation, reading, basic reasoning and higher level thinking skills, just to name a few areas where technology provides access for students with disabilities. The Forestville School District's instructional technology plan addresses the provision of assistive technology specifically for students with disabilities, ensuring access to instruction and participation in the general curriculum. Assistive technology is integrated into the student's total education program rather than delivered as a stand-alone service. Based on a student's IEP, a Pupil Personnel Services (PPS) support technician will consult with special education teachers throughout the school year to ensure students with disabilities have equitable access to instruction, materials and assessments.

- 3. How does the district utilize technology to address the needs of Students with Disabilities to ensure equitable access to instruction, materials, and assessments? Check all that apply.**

- ☒ 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.
- ☒ 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 3a, below)

**2018-2021 Instructional Technology Plan - Annually - 2018****IV. NYSED Initiatives Alignment**

- 4. 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 their student language and content learning with the use of technology. Check all that apply.**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom                                   | <input checked="" type="checkbox"/> Using technology to increase options 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 4a, below)  |

- 5. How does the district utilize technology to address the needs of English Language Learners/Multilingual Learners to ensure equitable access to instruction, materials, and assessments? Check all that apply.**

- ☒ 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/MLL 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 5a, below)

- 6. The district's instructional technology plan addresses the needs of English Language Learners/Multilingual learners to ensure equitable access to instruction, materials, and assessments in multiple languages.**

Yes

- 6a. If Yes, check one.**

In the 5 most spoken languages in the district

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

(No Response)

**2018-2021 Instructional Technology Plan - Annually - 2018****IV. NYSED Initiatives Alignment**

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- 7. Please select the professional development that will be offered to teachers of English language learners/multilingual learners that will enable them to differentiate learning and to increase their student language and content learning with the use of technology. Check all that apply.**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom               | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology  |
| <input checked="" type="checkbox"/> Technology to support writers in the Secondary classroom                | <input checked="" type="checkbox"/> Electronic communication and collaboration                      |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital word                      | <input type="checkbox"/> Promotion and model digital citizenship and responsibility                 |
| <input checked="" type="checkbox"/> Writing and technology workshop for teachers                            | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Enhancing Children's Vocabulary Development with technology             | <input checked="" type="checkbox"/> Web authoring tools   |
| <input checked="" type="checkbox"/> Writer's workshop in the Bilingual classroom                            | <input checked="" type="checkbox"/> Helping students connect with the world                         |
| <input checked="" type="checkbox"/> Reading strategies for English Language Learners                        | <input checked="" type="checkbox"/> The interactive whiteboard and language learning                |
| <input checked="" type="checkbox"/> Moving from learning letters to learning to read                        | <input checked="" type="checkbox"/> Use camera for documentation                                    |
| <input checked="" type="checkbox"/> The power of technology to support language acquisition                 | <input type="checkbox"/> Other (please identify in Question 7a, below)                              |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the language classroom |   |

- 8. How does the district use instructional technology to facilitate culturally-responsive instruction and learning environments?**

- ☒ 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.
- ☒ The district does not use instructional technology to facilitate culturally responsive instruction.
- ☐ Other (please identify in Question 8a, below)

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email [edtech@nysed.gov](mailto:edtech@nysed.gov).

## 2018-2021 Instructional Technology Plan - Annually - 2018

## V. Administrative Management Plan

## Section V - Administrative Management Plan

## 1. Staff Plan

	Full-time Equivalent (FTE)
District Technology Leadership	0.20
Instructional support	0.20
Technical Support	0.60
<b>Totals:</b>	<b>1.00</b>

## 2. Investment Plan

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
1	End User Computing Devices	N/A	175,000	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 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	N/A
2	Other (please identify in next column, to the right)	Interactive LCD Panels	330,000	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 type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools	N/A



## 2018-2021 Instructional Technology Plan - Annually - 2018

## V. Administrative Management Plan

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
					<input type="checkbox"/> Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Professional Development	N/A	75,000	Annual	<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 type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	Network and Infrastructure	N/A	30,000	Annual	<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 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	N/A
<b>Totals:</b>			<b>610,000</b>			

**2018-2021 Instructional Technology Plan - Annually - 2018**V. Administrative Management Plan

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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 (There are no non-public schools in the district)

4. Please indicate whether or not the district has a public website.

The district has a public website.

- 4a. Provide the URL of the district's public website.

www.forestville.com

5. Please indicate whether or not the district has assigned a specific person with responsibility for Information Security.

Yes

- 5a.

If 'Yes' was selected in Question 5 above, please identify the responsible person's title.

Superintendent of Schools

6. Please indicate whether or not the district has assigned a specific person with responsibility for Information Privacy.

Yes

- 6a. If 'Yes' was selected in Question 6 above, please identify the responsible person's title.

Superintendent of Schools

7. Has a district-wide information security and/or privacy audit ever been performed in the district?

No

8. Does the school district provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms?

Yes

9. Does the school district provide for educating minors about cyberbullying awareness and response?

Yes

10. Does the district have an Internet Safety Policy?

Yes, and I will upload the policy.

- 10a. Please upload the district's Internet Safety Policy.

Internet Safety Policy 180912.pdf

11. Does the district have a Cyberbullying Policy?

Yes, and I will upload the policy.

- 11a. Please upload the district's Cyberbullying Policy.

DASA-Cyberbullying Policy 180912.pdf

12. Does the district have a Parents' Bill of Rights for Data Privacy and Security?

Yes, and I will provide the URL to the Parents' Bill of Rights for Data Privacy and Security.

- 12a. What year was the Parents' Bill of Rights for Data Privacy and Security policy first posted?

2014

**2018-2021 Instructional Technology Plan - Annually - 2018**V. Administrative Management Plan

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**12b. Please provide the URL to the district's Parents' Bill of Rights for Data Privacy and Security.**

<http://www.forestville.com/cms/lib/NY19000591/Centricity/Domain/107/Parents%20Bill%20of%20Rights-a.pdf>

**13. Does the district have an information breach policy that addresses the district's planned response to an information breach?**

Yes, and I will upload the policy.

**13a. Please upload the policy that addresses the district's planned response to an information breach.**

Information Security Breach Policy 180912.pdf

**14. Provide a direct link to the district's technology plan as posted on the district's website.**

<http://www.forestville.com/cms/lib/NY19000591/Centricity/Domain/9/Tech%20Plan%202016-2019.pdf>

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email [edtech@nysed.gov](mailto:edtech@nysed.gov).

**2018-2021 Instructional Technology Plan - Annually - 2018****VI - Sharing Innovative Educational Technology Programs****Sharing Innovative Educational Technology Programs**

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 category that is not on the list.

- |  |   |
|--|---|
| <input type="checkbox"/> Active Learning Spaces/Makerspaces                | <input type="checkbox"/> Policy, Planning, and Leadership |
| <input type="checkbox"/> Culturally Responsive Instruction with Technology | <input type="checkbox"/> Privacy and Security             |
| <input type="checkbox"/> Device Planning and Implementation (1:1; BYOD)    | <input type="checkbox"/> Professional Learning            |
| <input type="checkbox"/> Digital Citizenship                               | <input type="checkbox"/> Project-based Learning           |
| <input type="checkbox"/> Infrastructure                                    | <input type="checkbox"/> Other Topic A                    |
| <input type="checkbox"/> OER and Digital Curriculum                        | <input type="checkbox"/> Other Topic B                    |
| <input type="checkbox"/> Personalized Learning                             | <input type="checkbox"/> Other Topic C                    |
| <input type="checkbox"/> Pilots and Proof of Concept                       |   |

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	E-mail address	Innovative Programs. Check all that apply.
Please complete all columns.	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <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 in order to obtain more information about the innovative program(s) at your district.

## 2018-2021 Instructional Technology Plan - Annually - 2018

## VI - Sharing Innovative Educational Technology Programs

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <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"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning

## 2018-2021 Instructional Technology Plan - Annually - 2018

## VI - Sharing Innovative Educational Technology Programs

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				<input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <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"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <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"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive

## 2018-2021 Instructional Technology Plan - Annually - 2018

## VI - Sharing Innovative Educational Technology Programs

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <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"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and

**2018-2021 Instructional Technology Plan - Annually - 2018**VI - Sharing Innovative Educational Technology Programs

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	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <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 2018-2021 ITP Resources for Districts, contact your district's RIC, or email [edtech@nysed.gov](mailto:edtech@nysed.gov).