

Oceanside School District

3 Year
Instructional Technology Plan
2018-2021



2018-2021 Instructional Technology Plan - Annually - 2018

I. District LEA Information

Section I - District LEA Information

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

Suzanne Dwyer

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.

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II. Strategic Technology Planning

Section II - Strategic Technology Planning

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

The Oceanside School District is dedicated to integrating technology into the curriculum and in the classroom to enhance instruction and learning. The use of enhanced technology in the administrative functioning of the district is also of importance in order to increase the efficiency of managing services, communication, controlling finances and managing student information. Input for the decision making process involves all constituencies of the district so that hardware and software applications are purchased, upgraded and implemented to best meet the academic and management needs and requirements.

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

Enhance the acquisition of lifelong learning skills by students and prepare them for future learning and employment experiences;
 Support, compliment and enhance instruction and model for students with the use of technology in post-secondary education and in the workplace;
 Foster individual and cooperative problem solving for students in the learning process and for staff in the decision making of curriculum and services;
 Increase accessibility of information for all constituencies and facilitate the required reporting of information to the state and federal governments;
 Improve operations and communication capabilities for the district;
 Be made available to all students to use either during or after school hours to accommodate those whose families do not have a personal computer.

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

	List Goals
Goal 1	To provide authentic learning opportunities for all staff so that the opportunity to enrich, modify and redefine one's practice, work or curriculum is always made available, thereby creating a culture that continues to engage and empower all learners.
Goal 2	To improve, update and expand upon our current network infrastructure and operational capabilities in order to provide all district users a more reliable, accessible and robust network experience.
Goal 3	To create engaging, empowering and collaborative learning environments by providing technology at the point of instruction which will enable teachers to seamlessly integrate technology into authentic student learning experiences.

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

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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 district has a standing Technology Group who meet on a regular basis and an extended Technology Advisory Committee which meets at least three times per school year. Both bodies serve to provide the necessary input and advice in order to ensure that the district's technology mission and the objectives of the Technology Plan are met.

The Technology Group consists of the Superintendent, the Assistant Superintendent for Business, the Assistant Superintendent for Curriculum, Instruction and Research, the Director of Technology, the Network Specialist I and the Network Specialist II and the Secretary for Technology. The role of this group is to:

- Continually assess the meeting of the objectives of the Technology Plan
- To investigate the needs for future technology related initiatives and purchases
- To gather input from all constituencies for the purpose of preparing the list of items that will be submitted for inclusion in the next year's budget
- To evaluate the use of software and hardware in meeting the curriculum and administrative needs of the district

The Technology Advisory Committee is a group consisting of the Technology Group above and members of the Board of Education. This committee is more fluid and reaches out to various groups to focus on specific plan development and initiatives that are of interest to its participants. This group meets to:

- Share ideas, advice and opinions concerning the district's use of technology;
- Provide input on behalf of internal teaching and clerical staff;
- To create ways that the community can support the district's technology advances

The Technology Plan remains the basis for all technology purchases in the district. However, additional needs arise and new technology emerges, therefore, the technology group continually seeks input from staff as to what should be included for the following year. After, the Technology Group will prepare the list of items to include for purchase in next year's budget, this list undergoes further scrutiny by the District Administration. It, or a modified version, is included in the budget and presented to the community during the public budget hearing process. At that time, additional input is gathered and items are modified, if necessary.

Both the Technology Group and the Advisory Committee are provided with the questions from the Instructional Technology Plan when it first becomes available on the portal. The group then meets and

- revisits the past three year Technology Plan to ensure that goals are met.
- revisits the Smart Schools Investment Plan submission and goals listed within the document to ensure alignment with current district goals and future implementations
- works to align the goals and objectives of the Technology Plan with the Smart Schools Investment Plan and the Professional Development Plan

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

Software and online applications exist for all grade levels and all subject areas. Each building has a library media specialist and an instructional assistant to help support teachers in the use of new and existing applications.

Grade level, department meetings and faculty meetings are utilized to introduce new applications to staff. Within departments in the secondary schools, directors and teachers introduce, train and support one another in utilizing applications.

Workshops for training purposes of required applications are offered within the district's Professional Development Plan. Additional workshops exist for other applications that would enhance instruction. These are taught by district staff, the seller and/or outside experts such as those from BOCES. Additional workshops are available through the Oceanside Professional Development Center.

Smart School Bond Act funds are directed toward the installation of WiFi in all buildings within the district where it is not currently installed.

Additional workshops and learning opportunities have been and will continue to be created for teachers in those buildings with specific focus in using technology as a means to enhance, modify and redefine current educational practice.

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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.

- Continual and Consistent Input from Constituencies
- The district maintains a standing technology team consisting of instructional leaders from the elementary, middle school and high school levels, the Director of Facilities, the Network Administrator, the Student Management Coordinator, the Director of Technology and the Assistant Superintendent for Business, Assistant Superintendent for Curriculum, Library Media Specialist and Technology teachers. These people seek and receive input from their “constituencies” and the team meets biweekly to discuss this input and to plan for the next school year. With this, the district has an on-going informal evaluation of technology on an almost day-to-day basis from the users.
- General Broad Perspectives
- There is a community wide Technology Advisory Committee which, in addition to the people mentioned above, includes residents of the community, other district staff and members of the Board of Education. This committee provides the district with input from another perspective.
- Specific Instruments to Assess Functionality and Need
- Hardware and Software request forms are utilized by all staff to inform the district of individual, group, department and/or school needs and wants. Time is set aside at department, school and district wide meetings to gather input from users. Buildings and Grounds manages a work order process for technology needs.
- Overall Plan Evaluation
- At the end of the three years covered in this plan, the district would seek to: Determine if all objectives were met; Measure the effectiveness of the then current available technology against the then state-of-the-art and emerging technologies being used in education; Determine if technology and, specifically, the items included in this plan have improved or enhanced instruction, communication and/or the management of the district.

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

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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 provide authentic learning opportunities for all staff so that the opportunity to enrich, modify and redefine ones practice, work or curriculum is always made available, thereby creating a culture that continues to engage and empower all learners.

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). Check all that apply.

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

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	Planning	At the conclusion of the school year, teachers and administrators discuss how they would like to use technology in the classroom and incorporate those suggestions into the personal goals of the teacher ensuring that they are aligned with building, district and State goals. We then search for ways that new and existing technologies can support those goals and try to offer a robust catalog of technology courses ranging from novice to experienced, for our faculty and staff to choose from. Some of	Director of Technology	N/A	June (06)	2021	N/A

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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
		our course offerings include: Providing learning opportunities that <ul style="list-style-type: none"> • provide basic and advanced instruction on how to best use instructional applications currently subscribed to by the District • provide basic and advanced instruction on how to best use hardware provided to or available to students and teachers in the district • provide strategies for teachers to use in classrooms that help strategically and seamlessly integrate technology into existing practice • provide strategies on ways to empower student learners through the use of technology • introduce and revisit the SAMR model and provide time and methods by which to embed the higher levels of the model into lesson development 					
Action Step 2	Implementation	During the school year teachers are asked to facilitate professional development courses for the following school year. Staff requests, input from colleagues, and deficiencies of skills are monitored by administrators who are also asked to request professional development for skills that require remediation and/or enhancement. A variety of courses are offered during the school year and over the summer. An example of some of the courses offered are: <ul style="list-style-type: none"> • Keeping It Safe – GoGuardian 	Director of Technology	N/A	June (06)	2021	N/A

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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
		<p>Learn how GoGuardian can help keep students safe and focused while online.</p> <ul style="list-style-type: none"> Google Level 1 Educator Institute Learn what these Apps can do for you to streamline your paperwork, grading and communication with parents and colleagues! Google Level 2 Educator Institute During this course you will learn how to develop an engaging learning environment by creating interactive, self-directed learning experiences for students, discuss how to analyze collected data and how to interpret the results, how to personalize learning through Project-Based Learning, Intro to Google Classroom This tool allows teachers to collect, create, assign, and grade assignments. Students are able to work right inside Google Drive and then turn their assignment right back into you. You will learn how to setup your Google Classroom and start using it with your students right away. Podcasting in the Classroom Participants will learn how to use technology to raise their lessons to the redefine stage through creating podcasts with their students. Getting started with Seesaw: A Student Driven Digital Portfolio Seesaw empowers the students to take ownerships of their learning and to reflect on their progress over time. Here, There and Everywhere with Google Expeditions 					

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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
		<p>(Grade 6 teachers and up)</p> <p>“Google Expeditions enable teachers to bring students on virtual trips to places like museums, underwater, and outer space. Expeditions are collections of linked virtual reality (VR) content and supporting materials that can be used alongside existing curriculum.</p> <ul style="list-style-type: none"> • We Video <p>This platform agnostic tool will allow students to work on video online while teachers can follow their progress and offer assistance in real time</p> <ul style="list-style-type: none"> • Introduction to SAMR <p>This course will introduce participants to the SAMR model. SAMR, which stands for Substitution, Augmentation, Modification and Redefinition, is a means by which educators can explore ways that technology has the potential to impact teaching and learning. Participants will have an opportunity to work together to reconstruct a traditional lesson in a way that reaches the M-R designation and leave with a solid understanding of the SAMR model.</p> <ul style="list-style-type: none"> • Infinite Campus 101 <p>This course will include an update and review of basic features and enhancements made to Infinite Campus that affect clerical usage.</p> <ul style="list-style-type: none"> • Excel Levels I and II <p>In this course, learn how to minimize and customize the ribbon, format cells, how to use Excel's Find, Replace and Go To Special features, create and find excel templates, how to print a worksheet as</p>					

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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
		well as how to change some important print settings in Excel and learn how to create simple formulas that will make your life easier.					
Action Step 3	Evaluation	<p>Evaluation of professional development is based upon three elements</p> <ol style="list-style-type: none"> 1. Classes run through the Oceanside Professional Development Center have an evaluation form attached that all participants must complete prior to receiving credit. 2. Through the observation process administrators are able to evaluate the use of technology in each classroom they visit and make recommendations of what to include or revisit in the catalog. during the post observation conference, administrators are able to make recommendations for courses teachers should take and also learn if necessary courses are missing from the catalog. During the post observation conference, administrators are able to make recommendations for courses teachers should take and also learn if necessary courses are missing from the catalog. 3. National and local conferences, BOCES and leadership meetings and online personal learning networks help to enlighten us as to what other schools and districts around the world are doing to teach, engage and empower students through the use of 	Assistant Superintendent	N/A	June (06)	2021	N/A

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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
		technology. We evaluate our use against our goals and use our updated knowledge to update our catalog to help continually further the growth and expertise of our leaders, our teachers and students.					
Action Step 4	Evaluation	N/A	Assistant Superintendent	N/A	June (06)	2021	N/A

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)	N/A	N/A	N/A	June (06)	2021	N/A
Action Step 6							

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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
	(No Response)	N/A	N/A	N/A	June (06)	2021	N/A
Action Step 7	(No Response)	N/A	N/A	N/A	June (06)	2021	N/A
Action Step 8	(No Response)	N/A	N/A	N/A	June (06)	2021	N/A

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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

To improve, update and expand upon our current network infrastructure and operational capabilities in order to provide all district users a more reliable, accessible and robust network experience.

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

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

3. Target Student Population(s)

- | | |
|---|---|
| <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	Purchasing Smart Bond Investment Plan monies in addition to District budget monies have been designated toward the following projects: <ul style="list-style-type: none"> Cabling of all buildings in the district that are currently in need of wireless technology Adding new WiFi Access Points in all buildings currently without this technology. Replace existing switches and routers with upgraded equipment. Replacing current main NOC servers with new equipment 	Assistant Superintendent	N/A	June (06)	2021	\$1.9 mil

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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
		<ul style="list-style-type: none"> • Upgrade WiFi controllers, switches and access points in the Middle School • The overall redesigning our network for more reliable and efficient fail-over capability • Cabling of all buildings in the district that are currently in need of wireless technology • Adding new WiFi access points in all buildings currently without this technology. • Replace existing switches and routers with upgraded equipment. • Replacing current main NOC servers with new equipment • Upgrade WiFi controllers and switches and access points in the Middle School • The overall redesigning our network for more reliable and efficient fail-over capability 					
Action Step 2	Implementation	Once in receipt of Smart Schools funds the Oceanside School District plans on working with outside contractors, including Nassau BOCES, to design, configure and install all necessary hardware and software. Once the work begins our in-house Network Specialists will work directly with the vendors to ensure that all district initiated protocols and safeguards are implemented and adhered to.	Other (please identify in next column, to the right)	Mark Sidoti	June (06)	2021	N/A
Action Step 3	Eval	After the upgrade and all equipment is	Director	N/A	Jun	202	N/A

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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
	uation	installed, we will monitor performance of all incoming and outgoing traffic, the security of the network, and make changes accordingly. Ensuring that connectivity to resources for all constituents is of primary concern as we increase the amount and usage of technology throughout the district.	ctor of Technology		e (06)	1	
Action Step 4	N/A	N/A	N/A	N/A	June (06)	2021	N/A

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 Response)	N/A	N/A	N/A	June (06)	2021	N/A
Action Step 6	(No Res	N/A	N/A	N/A	June	2021	N/A

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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
	ponse)				(06)		
Action Step 7	(No Response)	N/A	N/A	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	N/A	N/A	N/A	June (06)	2021	N/A

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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

To create engaging, empowering and collaborative learning environments by providing technology at the point of instruction which will enable teachers to seamlessly integrate technology into authentic student learning experiences.

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)

- | | |
|---|---|
| <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	The Oceanside School District continually evaluates our current technology and the curricula it is intended to support. We strive to educate and empower our faculty and students to be ready, willing and able to integrate our district technology seamlessly into the educational experience. Input from various constituencies, as well as continuous research on the topic, has led us to ascertain that while some technologies are ubiquitous, other technologies are better suited to the education of students in	Director of Technology	N/A	June (06)	2021	N/A

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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
		<p>particular grade bands. Therefore, our planning takes into account the diversity of our learners and our commitment to providing the technology at each level that best provides the ability to engage, empower and ignite creativity. To achieve this goal, within the next three years the district plans to:</p> <p>Grades 9-12 plans to:</p> <ul style="list-style-type: none"> • Move from a 1:1 iPad implementation in our High School to a 1:1 Chromebook environment. • Increase student proficiency with online learning environments • Offer a greater offering of technology-infused courses within the high school course catalog • Upgrade from LCD/DLP projection to flat panel interactive display technology for a more engaging and reliable means of sharing group work as well as for providing direct instruction. <p>Grades 7-8</p> <ul style="list-style-type: none"> • Upgrade access points • Upgrade from LCD/DLP projection to flat panel interactive display technology • Continue to evaluate the use of iPad technology in the Middle School program. • Offering coding opportunities to all students <p>Grades K-6</p> <ul style="list-style-type: none"> • Add wireless access to all elementary buildings, where WIFI is not currently installed, once the Smart School 					

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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
		Investment Plan is accepted. <ul style="list-style-type: none"> • Provide iPads to classrooms in grades K - 2 to be used for learning centers, videoconferencing, or collaborative projects. • Provide Chromebooks to grades 3 - 5 to be used in a 1:1 model within the school building and grounds for individual and group learning. • Provide teachers and students with tools which introduce, reinforce and prepare for mastery of technology skills including but not limited to: keyboarding, word processing, coding, database and/or app creation, podcasting and publishing at appropriate educational levels; Continuing to offer our Project Extra for all which harnesses the power of STE(A)M by introducing the concepts of coding and engineering into extended classroom projects; Work directly with grade band specific Teaching and Learning coaches to continue to explore ways to embed technology at the point of instruction 					
Action Step 2	Purchasing	The Technology Department receives an annual budget through the district. This budget serves as the source by which the department purchases operational and educational software, apps and online subscriptions. In addition, this budget funds the purchase, upgrade and upkeep of all technological devices including	Director of Technology	N/A	June (06)	2021	\$1 mil

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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
		<p>Chromebooks, iPads, interactive flat panels, LCD/DLP projectors, document cameras, desktop computers, printers, etc. Our annual purchasing takes into account our current status and projects for future needs of potential new students and/or staff/faculty members, replacement devices and new initiatives and software licenses.</p> <p>Grants received through our Special Education and English New Language departments are used to supplement devices to meet the needs of those specific populations.</p>					
Action Step 3	Evaluation	<p>The determination of the effectiveness and appropriateness of the technology in our classrooms will in part be evaluated by our elementary teaching and learning coaches who work directly with our elementary educators to seamlessly integrate technology into the curriculum. The teaching and learning coaches are in the classroom at the point of instruction with these devices, giving them a very clear understanding of what best suits or could enhance the learning of our students.</p> <p>Teacher and student feedback gathered by the department leaders will serve as a means to determine future hardware and software needs for the secondary level. Over the next 3 years we will evaluate our decision to change from a 1:1 iPad environment, to a 1:1 Chromebook environment at our high school. In addition, we will evaluate our decision to</p>	Director of Technology	N/A	June (06)	2021	N/A

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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
		keep our 1 to 1 iPad model at our middle school. Recommendations and evaluations regarding instructional technology are collected and evaluated by the Director of Technology who works closely with Central Office Administration to determine future courses of action based upon the information provided.					
Action Step 4	N/A	N/A	N/A	N/A	June (06)	2021	N/A

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.

	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)	N/A	N/A	N/A	June (06)	2021	N/A
Action Step 6	(No Response)	N/A	N/A	N/A	June	2021	N/A

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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
	Response)				e (06)	1	
Action Step 7	(No Response)	N/A	N/A	N/A	June (06)	2021	N/A
Action Step 8	(No Response)	N/A	N/A	N/A	June (06)	2021	N/A

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

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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.**

We will, and have, taken various action steps in order to ensure that instructional technology serves as an integral part of supporting rigorous academic standards attainment and performance improvement for all students in our district. Teachers K-12 are made aware of the vast repertoire of technological tools, applications and software available to them to integrate meaningfully into instruction, and those which can be used for formative and summative assessments. Curriculum leaders carefully vet all software and application subscriptions to ensure that they are of high quality and will promote academic rigor for example, by increasing student interaction during lessons and promoting higher level questioning. Professional development will continue to play a key role in our comprehensive plan. We will provide professional development for further familiarizing teachers with varying technological tools/applications/software and their capabilities via an extensive workshop catalog and by utilizing monthly grade level and faculty meetings for this purpose. Additionally, there will be ongoing opportunities for teachers to develop lessons and curriculum that best support student acquisition and mastery of the recently adopted New York State Next Generation Standards in English Language Arts, Math and Science, as well as the New York State Standards in all other content areas. These standards serve as our roadmaps for what students should know and be able to do. Curriculum experts, specifically our directors and teacher coaches, will support and oversee this work and ensure that technology used enhances and promotes cognitive rigor, academic engagement and student achievement. We continue to work towards realizing our district goal on the regular use of the SAMR model, a guide that supports infusing digital learning experiences at all levels, specifically as an integration, substitution, augmentation, modification and redefinition of tasks. We will continue to grow the percentage of teachers utilizing Google classroom and Google education tools for lessons and to monitor student progress. We will also work towards increasing the percentage of educators who avail themselves of becoming certified in technology related micro-credentials such as, Certified Google Educator and use these expert teacher leaders to turn key their knowledge for further propelling the academic rigor in our curriculum and instruction. We will intentionally provide professional development in the software, platforms and tools that provide instantaneous feedback and pinpoint specific areas to target individual student needs i.e. Socrative. Various online platforms will serve as repositories for data which will be analyzed and used to make instructional decisions for designing individual student academic programs. For example, in the area of reading we utilize an online data repository to input each student's reading score from our scientifically based benchmark assessment and Child Study Teams will reference this data. We will provide students access to various platforms that allow them to test their content knowledge with both teacher and student acquiring instant feedback on correct and incorrect responses and information to remediate. Under the direction and guidance of our Superintendent for Curriculum, Instruction and Research and our Director of Technology, our Technology Advisory Committee, teachers and curriculum administrators will regularly assess and provide input and feedback on our progress with these actions.

- 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.**

A variety of assistive technology tools are utilized with students with different needs within the Oceanside School District. Assistive technology devices are determined based on specific students' needs and Committee on Special Education recommendations made after students have received an Assistive Technology Evaluation. Recommendations for assistive technology can include text to speech and/or speech to text software which is utilized to provide increased support for comprehension of written or verbal language, audio books, large print materials, video materials, special paper, braille reader, braille, classroom with sound field, word processor, computer, electronic textbooks, technology with word prediction, handheld microphones, magnifier/place finder, iPad, other mobile technology devices, and Augmentative Communication Devices. Assistive technology is utilized to increase options for students to demonstrate knowledge and skill in any academic, special area or elective class. Providing alternative methods for students to communicate and respond by using assistive technology tools levels the playing field for the students with different abilities. Learning games and other interactive software are used to supplement instruction and provide alternative learning opportunities for students who might need reinforcement of the general education curriculum.

Students' learning spaces can be differentiated to allow for mobility and the use of technology devices. Setting up workstations and centers so that students can work in small groups, pairs or one-on-one with a teacher enhances learning. Providing students the option of multi-modality opportunities in learning is important. Options could include watching a video, looking at pictures, reading text or interacting with a diagram or hearing the text read to them. Providing students with choices in their learning can be an important vehicle in supporting their success.

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IV. NYSED Initiatives Alignment

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)

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 type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital world | <input type="checkbox"/> Electronic communication and collaboration |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology | <input type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input checked="" type="checkbox"/> Reading strategies through technology for students with disabilities | <input 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.

Other (please explain in Question 6b, below)

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IV. NYSED Initiatives Alignment

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

The majority of Oceanside ELLs are speakers of Spanish. Our initiatives concentrate on communication with our Spanish-speaking students and families, while still addressing the needs of students and families of minority languages in the district.

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.

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

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.

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V. Administrative Management Plan

Section V - Administrative Management Plan

1. Staff Plan

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional support	15.00
Technical Support	4.00
Totals:	20.00

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	Professional Development	N/A	223,000	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 type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	Network and Infrastructure	N/A	1,689,904	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 type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools	N/A

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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	End User Computing Devices	N/A	2,550,000	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 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	N/A	N/A	0	N/A	<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 type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input checked="" type="checkbox"/> N/A	N/A
Totals:			4,462,904			

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V. Administrative Management Plan

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.**

<http://oceansideschools.org>

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.

IT Specialist

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

No

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

Yes

- 7a. **If 'Yes' was selected in Question 7 above, please identify how often a security and/or privacy audit has been performed?**

Every Two Years

- 7b. **If 'Yes' was selected in Question 7 above, please indicate whether the audit(s) was/were performed by an independent 3rd party contractor.**

Yes - all audits were performed by a 3rd party contractor

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.**

Oceanside AUP and internet safety policy highlighted in yellow.pdf

11. **Does the district have a Cyberbullying Policy?**

Yes, and I will upload the policy.

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

Oceanside Code of Conduct - cyberbullying highlighted in yellow.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.

2018-2021 Instructional Technology Plan - Annually - 2018

V. Administrative Management Plan

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

2014

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

http://oceansideschools.org/Footer/Parents_Bill_Of_Rights.html

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

No. The district does not have such a policy.

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

http://oceansideschools.org/District_Offices/Technology_Department/Oceanside_3yr_Tech_Plan.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.

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.

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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

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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

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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

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VI - Sharing Innovative Educational Technology Programs

	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

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