

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?**

Geraldine Doherty

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.

2018-2021 Instructional Technology Plan - Annually - 2018

II. Strategic Technology Planning

Section II - Strategic Technology Planning

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

MISSION STATEMENT

The Mattituck-Cutchogue Union Free School District

is dedicated to providing a welcoming and safe environment where diversity, interdependence and self-discovery are valued. Educators, students, families, and community members work together creating a dynamic, flexible, and engaging learning process to:

- Nurture individuals' passion for life and learning
- Foster collaboration, creativity, and critical thinking
- Encourage a range of perspectives
- Promote and practice personal integrity

As a result, students develop academic excellence, confidence, and resiliency to face future challenges in order to contribute to and inspire positive change in the local and global community.

2018-2021 Instructional Technology Plan - Annually - 2018

II. Strategic Technology Planning

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

Mattituck-Cutchogue UFSD has embraced the process of proactive, considered planning for the phased implementation of technology in district and continues to collaborate with educators, families, and community members to ensure all students are ready for the future. In our classrooms, teachers will be confident and knowledgeable about the range of technology tools that can assist them in making effective choices in designing learning experiences. Supported by accessible technology and professional development, teachers will develop and share authentic and engaging learning activities that require students to hone problem-solving skills.

Through the lens of technology.....

- *What are the learning opportunities we can imagine for our students?*
- *How does the use of technology make these opportunities possible, efficient and personalized for all learners?*
- *How will we measure impact on student learning Knowledge to understanding?*
- *How do we support innovation?*

NYS Technology Literacy is defined as:

- The understanding of the concepts behind computing equipment, network connectivity, and application software;
- The skills to responsibly use appropriate technology to access, synthesize, evaluate, communicate, and create information to solve problems and improve learning in all subject areas; and
- The ability to acquire new knowledge for on-going and lifelong learning in the 21st century global workplace. Technology literate students should be able to 1) demonstrate understanding of concepts underlying hardware, software, networking connectivity and in use of computers and applications, 2); demonstrate understanding of ethics and safety issues in using electronic media and responsible use of technology, and, 3) use technology for communication, research and collaboration and problem-solving.

With proficient technology skills, students should be able to locate, collect, synthesize, and evaluate information from a variety of digital sources, and to use telecommunications and other media to interact or collaborate with peers, experts, and other audiences.

Vision Statement for Technology The Mattituck-Cutchogue School District will be a place where teachers, administrators, support staff, students and community work together successfully to live, learn and succeed in a complex information-rich society that supports a culture of sustainable practices.

Students will access information to broaden and deepen knowledge about subjects in ways unimagined by prior generations. As a result, all individuals will be able to use technology effectively, efficiently and appropriately to meet the demands of the 21st century learner.

The technology mission of the Mattituck-Cutchogue School District is to incorporate technology into the educational program so that the district will:

- Prepare all students to meet the demands of a changing technological society
- Prepare all students for the challenges of both careers and citizenship
- Provide classroom access to integrated, technological, learning environments
- Empower the educational community by:
 - Provide for comprehensive staff development and support
 - Provide for equal access to technology and information exchange
 - Provide for collaborative planning
 - Establish school/family business partnerships
 - Encourage problem solving, exploration, and creativity through the incorporation of student centered, technology enhanced, projects, activities and presentations.
 - Enable all students to reach maximum individual potential by effectively communicating ideas in a collaborative environment.
 - Implement comprehensive information systems that facilitate the gathering, processing, distribution, evaluation and application of information throughout the educational community at large.

The expected outcome will be school improvement and increased accountability for student learning and utilization of educational resources in cooperation with developments in school reform and school effectiveness.

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

	List Goals
Goal 1	Increase equitable access for student access to high quality digital resources and standards-based, technology rich learning experiences by providing students with personal computing devices so that they are able to take advantage of digital learning and personalized learning experiences. Improve student academic achievement and digital literacy through the effective use of technology.

2018-2021 Instructional Technology Plan - Annually - 2018

II. Strategic Technology Planning

	List Goals
Goal 2	<p>Provide high quality continuous professional staff development in order to ensure that educators and leaders are proficient in the integration of learning technologies. Create opportunities for professional learning through technology. Support Professional Learning Communities where faculty can collaborate, learn and share best practices.</p> <p>Invest in and provide substantial professional learning to all users, especially tech support staff, prior to implementation of any device, learning application, administrative application or other technology</p> <p>Encourage and support innovative uses of technology.</p>
Goal 3	<p>Create a robust environment with high speed internet connectivity. Build technological capacity and infrastructure by maintaining and supporting infrastructure by upgrading network switches to be able to support expanded learning opportunities for students using wireless and virtual learning opportunities. This will allow for staff and students to have ubiquitous access to broadband on high quality devices both at school and while at home.</p> <p>Leverage high speed network to support new phone system for communication district-wide.</p>

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

Yes

4a. List Goal #4

Provide virtual learning experiences that extend beyond the walls of the traditional classroom to enhance cultural competencies and expand our world language and English Language Learner Program in order to provide a well-rounded education for all.

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

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.

Mattituck-Cutchogue has identified

Shared Vision of Learning

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Decisions on allocating resources to pursue this goal shared leadership

To support school district staff in developing skills in the application of technology and design learning environments that enhance and challenge students to use information technology in meeting high academic standards. This will include skills in effective use of the Internet, electronic communication, the use of varying technology tools.

Continue to support current technology initiatives and plan for future enhancements to support and augment current infrastructure.

Committee/Group	Stakeholders	Outcomes
Technology Advisory Committee	Includes but is not limited to: BOE members, Superintendent, Technology Director, Director of Special Education, Building Principals, Library Media Specialists, Teacher Representatives from various departments and grade levels, Business Official, Tech team	Meet bi-monthly. Review and update of BOE Internet Acceptable Use, and Internet Safety policies. Plan for grade 5, 6, 7,8 Chromebook one: one implementation. Survey staff and plan professional development opportunities in order for teachers to be confident and competent in the integration of technology. Explore opportunities for continued growth and ways to support innovation.
Instructional Leadership Committee	(ILT) This team consists of Superintendent, Technology Director, Building Principals, Special Education Director, Teacher Leadership Rep and Business Official	Meet monthly to discuss curriculum initiatives to improve teaching and learning, professional development planning, decision making and recommendations for financial planning. Monitor and track initiatives and make adjustments and recommendations as necessary.
BOE Curriculum and Technology Committee	2 BOE Member, Jr.Sr. Principal, Elementary Principal, Instructional Support Administrator, Director of PPS, Director of Technology and Data, and Superintendent	District administration meets monthly with BOE Curriculum and Technology Committee to discuss best practices and inform BOE of any highlights, initiatives and updates. To review and ensure policy alignment.
Stakeholder Technology Surveys	Faculty and Staff	Surveys to be conducted at the beginning, middle and end of each school year. Stakeholder surveys will provide feedback on areas of strength and weakness. These surveys will provide meaningful information on the degree that the plan is meeting the intended goals.

2018-2021 Instructional Technology Plan - Annually - 2018

II. Strategic Technology Planning

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

In collaboration with the educators and administrative leadership in the district, the following professional development plan captures the continuation of instructional development and, eventually, increased student achievement and performance. The opportunities created for the professional development of staff are a significant part of the District's efforts to create schools that aspire toward the district mission and support continuous improvement. We believe all teachers and teacher assistants can grow professionally and learn how to incorporate best practice into their classrooms. The research is clear, as teaching improves, learning and understanding improves. The administrative team of the Mattituck-Cutchogue School district is committed to leadership for learning. As leaders and learners, we commit to ensure effective teaching in every classroom. We acknowledge and celebrate the strong foundation of expertise that currently exists within the district. We strive to focus on continuous improvement.

100 Hour Professional Development Requirement

The following is aligned with the guidance received from NYSED and is consistent with the communication and support provided by the district. The new law also requires, commencing with the 2016-2017 school year, that holders of a professional certificate in the classroom teaching service or educational leadership service and holders of a Level III Teaching Assistant certificate (but not holders of permanent certificates) who are practicing in a New York public school or board of cooperative educational services (BOCES) to complete 100 hours of Continuing Teacher and Leader Education (CTLE) during each five year registration period. This is a change from the current requirement of 175 hours for those who hold professional certificates and from 75 to 100 hours for those who hold a Level III Teaching Assistant certificate.

Consistent with the previously established professional development requirements, the proposed amendment also requires that certificate holders complete the following CTLE requirements in language acquisition to address the needs of English language learner students:

For those holding a professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Title, shall be required to complete a minimum of 50 percent of the required CTLE clock hours in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners; and

For all other certificate holders a minimum of 15 percent of the required CTLE clock hours shall be dedicated to language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for such English language learners; and

This Professional Development Plan is consistent with 100.2(dd) of the Commissioner's Regulations and meets requirements of Subpart 80-6 for approved CTLE. Professionals working with our educators and leaders are listed in the plan. All have been vetted by the district and have a history of providing up to date, research based practices. It is understood that the consultants listed including leaders and educators within the district meet the requirements.

Commissioner's Regulations 100.2 (dd)

Professional Development Plan

Required Content of the Plan	Implementation
<p>The manner in which the district will provide its teachers with PD opportunities that reflect needs determined by the school district report card or other source. This will include a needs assessment on a regular basis.</p>	<ul style="list-style-type: none"> • Superintendent's conference days • Release time for grade level/department work related to goals/strategic plans • Embedded PD including demonstrations • Mentoring • Summer curriculum projects • Common planning time • Study groups for credit • In-district courses for credit • Faculty meetings where staff development occurs • Peer Coaching/Instructional Rounds • Content area conferences • ESBOCES membership/conferences • Participation in professional organizations • Targeted PD opportunities to meet the demands of a teacher's assignment; training for teachers who work with students with disabilities including collaborative and/or inclusive teaching • Turnkey Trainings • Data Analysis
<p>How the District will provide teachers holding a professional certificate</p>	<ul style="list-style-type: none"> • All of the above

2018-2021 Instructional Technology Plan - Annually - 2018

II. Strategic Technology Planning

(certified after 2/04) and level III Certified Teacher Assistants, 100 hours of PD every 5 years.	<ul style="list-style-type: none"> • Pre-approved out of district workshops/courses • Pre-approved graduate courses beyond certification requirements
Teacher’s expected participation with the estimation of the average number of hours they will participate in PD during the school year.	<ul style="list-style-type: none"> • It is expected that faculty will participate in 35 hours of district recognized staff development each year.
Alignment of professional development with NYS standards and assessments, student’s needs and teacher capacity.	<ul style="list-style-type: none"> • All PD opportunities are aligned with goals and strategic plans, which are aligned with NYS Learning Standards
The articulation of PD across grade levels	<ul style="list-style-type: none"> • Superintendent’s Conference days and faculty meetings will be used to articulate the PDP and yearly goals for each building
Evidence that the district has made an effort to ensure that the PD is continuous and that the manner and means for delivering PD has been effective	<ul style="list-style-type: none"> • District goals • Grade and department goals include a reflective process to ensure continuous PD and the level of effectiveness • Plans are reviewed in the summer • New goals are set in place each year for on-going PD • JHS/HS teachers’ schedules provide professional development periods on a regular basis • Staff facilitators are trained by experts in the area of effective PD • Yearly review of PD at the building level
How the district will assess the impact of PD on student achievement and student performance	<ul style="list-style-type: none"> • Strategic planning and goals are directly connected with data analysis of student learning
Teacher Mentors	<ul style="list-style-type: none"> • The role of the mentors shall include but will not be limited to providing guidance and support to the new teachers of the District • Junior – Senior High: teachers who wish to be considered for mentoring positions will discuss their interest with the HS Principal. Department and content area needs will be considered. • Elementary: mentors will apply for mentoring positions as posted. • Mentors at both the JH/HS and CE will receive support in the form of training and professional materials based on their needs as a mentor and will present a written reflection.

2018-2021 Instructional Technology Plan - Annually - 2018

II. Strategic Technology Planning

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.

The following evaluation tools will be used to provides additional depth and analysis opportunities for our district to identify gaps and strategies; We will use the data to reflect upon emerging insights, questions, perceived accomplishments, obstacles encountered and unintended consequences. Reports that are attainable from these programs will support data analysis and planning to help assess “evidence of success,” establish the degree to which the goal has been achieved, identify learning/insights and determine possible next steps as they consider the vision of the area of responsibility, school and/or district. Information will be shared and obtained from stakeholders to identify future goals, actions and next steps for improvement based on how much closer the area of responsibility, school and/or district are to their vision.

Stakeholder survey	SpeakUp Professional Development Surveys for faculty and staff Student Surveys
Assessment Data	NYSED assessments Local assessments BARS assessment (BOCES) ALEKs
Benchmark Data	Renaissance STAR Fountas and Pinnel Branching Minds RTI
Instructional Software	Learning.com ALEKs Reading Eggs Reading A to Z Rosetta Stone Mangahi Online Assessment Brain Pop Learning A to Z Curriculum mapping software: Atlas Rubicon Additional instructional technology software applications

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

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

Increase equitable access for student access to high quality digital resources and standards-based, technology rich learning experiences by providing students with personal computing devices so that they are able to take advantage of digital learning and personalized learning experiences.
 Improve student academic achievement and digital literacy through the effective use of technology.

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

3. Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences

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	Collaboration Technology Advisory and stakeholder groups, Plan for One:One initiative, evaluate resources and instructional software	Director of Technology	Technology Advisory committee	June (06)	2021	N/A
Action Step 2	Planning Identify grade levels 5, 6, 7, 8 for first year of One:One initiative. (2018-2019) Second year of implementation (2019-2020) increase two-four grade levels. Third year (2020-2021) continue to identify any additional grade levels for one:one	Other (please identify in	Technology Advisory	June (06)	2021	N/A

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
		Investigate and identify devices	next column, to the right)				
Action Step 3	Budgeting	Plan/Budget: <ul style="list-style-type: none"> • Chromebook • Cases, • Insurance, • Licenses • WIFI • Bandwidth 	Business Official	N/A	Dec. (12)	2021	595,000.00
Action Step 4	Implementation	Implementation: <ul style="list-style-type: none"> • Update Policies • Provide Teachers and students with devices. • Insurance for student devices • Increase Bandwidth District Wide • 	Director of Technology	N/A	Sept. (09)	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.

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
Action Step 5	Evaluation	Evaluate the implementation of One:One initiative. Gather feedback from students and staff on the effectiveness of the use of devices and resources available.	Curriculum and Instruction Leader	N/A	June (06)	2021	N/A
Action Step 6	(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

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

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

Provide high quality continuous professional staff development in order to ensure that educators and leaders are proficient in the integration of learning technologies. Create opportunities for professional learning through technology. Support Professional Learning Communities where faculty can collaborate, learn and share best practices.
Invest in and provide substantial professional learning to all users, especially tech support staff, prior to implementation of any device, learning application, administrative application or other technology
Encourage and support innovative uses of technology.

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)

- 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)

3a. If 'Other' was selected in Question 3, above, please identify target student population(s).

Professional Staff and Faculty

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	Evaluation Conduct needs assessment of professional learning. Evaluate via surveys and courses in MLP, participation in professional learning.	Curriculum and Instruction	N/A	June (06)	2021	N/A

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
			Leader				
Action Step 2	Planning	Plan professional development opportunities for staff based on needs assessment. Schedule before school/after school trainings. Hiring outside consultants as needed. Utilize teachers leaders for courses and training.	Curriculum and Instruction Leader	Advisory Committee	June (06)	2021	N/A
Action Step 3	Learning Spaces	Create a Professional PD classroom for learning opportunities. Create on-line learning space for blended learning.(GSuites etc)	Director of Technology	Library Media Specialist	June (06)	2021	\$150,000
Action Step 4	Professional Development	Provide Professional Development Opportunities for faculty and staff. Utilize teacher leaders, Boces Model Schools, NYSCATE, In-house Library media specialists to provide trainings and support.	Director of Technology	N/A	June (06)	2021	120,000.

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.

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
Action Step 5	Evaluation	Use surveys to evaluate the efficacy of professional development opportunities. Surveys will be incorporated into structure of all professional development activities.	Curriculum and Instruction Leader	N/A	June (06)	2021	N/A
Action Step 6	(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

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

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

Create a robust environment with high speed internet connectivity. Build technological capacity and infrastructure by maintaining and supporting infrastructure by upgrading network switches to be able to support expanded learning opportunities for students using wireless and virtual learning opportunities. This will allow for staff and students to have ubiquitous access to broadband on high quality devices both at school and while at home. Leverage high speed network to support new phone system for communication district-wide.

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)

- 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)

3a. If 'Other' was selected in Question 3, above, please identify target student population(s).

Learners, educators and leaders

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	Plan Work with network engineers and determine needs for infrastructure to support High Speed Internet access and VOIP phone system. Meet with Vendors to identify best solutions for VOIP phone system. Plan for additional wiring, switches and modules for upgrade of systems.	Director of Technology	N/A	Dec. (12)	2021	N/A
Action Step 2	Bud Identified Costs	Busi	Director	Jun	202	500,000.

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
	getting	Erate funding for Priority 2 Budgeted in Annual Budget initial cost of phone upgrade and annual reoccurring costs.	ness Official	of Technology	e (06)	1	00
Action Step 3	Implementation	Upgrade Wiring in all locations to support VOIP Upgrade Bandwidth district wide for support high speed internet access. Upgrade Phone carrier to better support VOIP and Pots lines	Director of Technology	N/A	June (06)	2021	500,000
Action Step 4	Purchasing	Process Requisitions and purchase All required switches, routers, WAPS, Phones via NYS Contract.	Other (please identify in next column, to the right)	Admin	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.

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	Professional Development	Provide training for faculty and support staff for new phone system.	Director of Technology	(No Response)	Dec. (12)	2021	N/A
Action Step 6	(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

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

III. Action Plan - Goal 4

Section III - Action Plan

Copy Goal # 4, which you listed in Section II by responding "Yes" to Question 4, and respond to all questions below.

1. Goal #4

Provide virtual learning experiences that extend beyond the walls of the traditional classroom to enhance cultural competencies and expand our world language and English Language Learner Program in order to provide a well-rounded education for all.

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

4. List the action steps that correspond to Goal #4 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	Other (please identify in Column 2, Description)	Obtained a ESSA grant to provide a well rounded education. Included in the grant proposal was utilizing technology to expand learning opportunities for all students in particularly English Language Learners.	Curriculum and Instruction Leader	N/A	July (07)	2019	N/A
Action Step 2	Purchase	Purchase equipment that will be funded through the grant.	Director	N/A	June	2019	N/A

2018-2021 Instructional Technology Plan - Annually - 2018

III. Action Plan - Goal 4

	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
	ng	Chromebook devices, licenses for software, Rosetta Stone, collaborative learning spaces and professional development and staff.	of Technology		(06)		
Action Step 3	Budgeting	Grant funded for cost \$215,000.00	Business Official	N/A	June (06)	2019	N/A
Action Step 4	Professional Development	Provide training opportunities for staff, students and community members on virtual learning labs. Professional Development Support: ES BOCES Model Schools NYSCATE Technology Trainings Microsoft Innovative Educator Trainings ISTE	Curriculum and Instruction Leader	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 #4 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							

2018-2021 Instructional Technology Plan - Annually - 2018

III. Action Plan - Goal 4

	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
	Evaluation	Stakeholder evaluation - ongoing. Assessment Data will be gathered for evidence of student learning.	Curriculum and Instruction Leader	N/A	June (06)	2021	N/A
Action Step 6	Curriculum	Integration of technology into lesson plans and unit design so that student will have equitable access to technology delivered resources with virtual learning experiences.	Curriculum and Instruction Leader	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

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

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.**

The Mattituck-Cutchogue UFSD provides technology support and professional development in many ways. The use of digital connectivity and technology includes data analysis using our own data and data from our local BOCES (BARS, Historical Data, etc). Further we support teach innovation and implementation of ideas from our Library Media Specialists including collaborative platforms such as Google Classroom, Blended Learning, and online learning such as learning.com. We are in the process of using Chromebooks and iPads in our buildings to allow for greater connectivity and collaboration between students and staff.

Our vision is to ensure that any use of technology is considered in the context of what is new and better for our students beyond simple efficiency.

Having a robust wireless environment will allow us to support the use of technology and the mission of the district to engage our students and educators in collaboration, creativity and critical thinking.

We ensure instruction in both digital citizenship and how to use technology for collaboration for learning among our students and our teachers.

As our technology access and high speed and bandwidth improvement occurs, we plan to include more teachers for innovation and implementation. We have designed a plan for professional learning.

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.**

Students with Disabilities are served through the use of Instructional Technology in the Mattituck-Cutchogue School district. The district has a 1:1 program for our students with disabilities. Based on CSE meetings, devices are selected for individual students that age and ability appropriate.

There are many accessibility features available in a range of devices that can empower students to be independent in completing assignments.

Specific software is installed on individual devices, providing students with the resources needed to be successful. Students and faculty are trained on how to use the assistive devices and any necessary software. The district also uses Office365 and GSuite, and the resources that are available to meet the individual needs of all students. Built-in and third-party accessibility features are available for students.

Ex: Vision -Resize icons, adjust text size and color, customize the mouse cursor, vision settings make it easy to personalize your viewing experience.

Hearing-From mono audio to closed captioning

Neurodiversity -minimize distractions by reducing animations and turning off background images. Ability to clean up taskbar clutter, simplify the start menu, and quiet notifications.

Mobility-speech recognition, voice navigation.

Staff is provided with support from an Assistive Technology Teacher who is available to work with faculty to implement 1:1 and support technology use in the classroom to enhance teaching and learning to enhance the instructional goals for each student.

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.

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

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 checked="" 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.

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	1.00
Instructional support	0.50
Technical Support	2.50
Totals:	4.00

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	Other (please identify in next column, to the right)	VOIP Phone system	300,000	One-Time	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input 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	205,000	Both	<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	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	Internet Connectivity	N/A	50,400	Annual	<input 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 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	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 checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
Totals:			730,400			

2018-2021 Instructional Technology Plan - Annually - 2018

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.

Mattituck-Cutchogue UFSD
<http://www.mufsd.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.

Director of Technology Data Coordinator

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.

Director of Technology Data Coordinator

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?

Yearly

- 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 provide the URL to the policy.

- 10b. Please provide the URL to the district's Internet Safety Policy.

Computer Network and Internet Acceptable Use: policy 4526
<http://www.boarddocs.com/ny/macuu/Board.nsf/goto?open&id=ADCLET55E5D8>

Internet Safety 4526.1
<http://www.boarddocs.com/ny/macuu/Board.nsf/goto?open&id=ADCPZP636FED>

2018-2021 Instructional Technology Plan - Annually - 2018

V. Administrative Management Plan

11. Does the district have a Cyberbullying Policy?

Yes, and I will provide the URL to the policy.

11b. Please provide the URL to the district's Cyberbullying Policy.

Included in Code of Conduct and Acceptable Use policy

<http://www.mufsd.com/common/pages/DisplayFile.aspx?itemId=610724>

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

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

http://www.mufsd.com/UserFiles/Servers/Server_261320/File/Community/Parents%20Bill%20of%20Rights%20for%20Data%20Privacy/Bill%20of%20Rights%20Mattituck.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 provide the URL to the policy.

13b. Please provide the URL to the policy that addresses the district's planned response to an information breach.

Information Breach: Policy 8635

<http://www.boarddocs.com/ny/macul/Board.nsf/goto?open&id=ADSKZE4F5596>

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

http://www.mufsd.com/departments/district_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.

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 checked="" type="checkbox"/> Policy, Planning, and Leadership
<input type="checkbox"/> Culturally Responsive Instruction with Technology	<input type="checkbox"/> Privacy and Security
<input checked="" 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 checked="" 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.	Gerri Doherty	Director of Technology	gdoherty@mufsd.com	<input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input checked="" type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input checked="" 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

	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.