

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

I. District LEA Information

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**Section I - District LEA Information**

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

Betsy Hardy

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

Director of Technology

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

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II. Strategic Technology Planning

**Section II - Strategic Technology Planning**

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

The mission of Fillmore Central School District is to provide a student centered and community supported learning environment that enables students to achieve personal excellence, both academically and behaviorally, and fosters life-long learners who are responsible, caring, and productive citizens. FCS will be a model regional school where all students learn, grow, and succeed, by using technology as a learning tool, by providing diverse learning opportunities, by inspiring academic excellence and by maintaining fiscal stability.

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

Fillmore Central School's vision for the Board of Education, administrators, teachers and staff includes:

- Instruction and learning: increase student motivation to learn by increasing student engagement, making instruction more meaningful, relevant, and rigorous, with the result of increasing student achievement across all grade levels through the use of technology.
- Technology: increase the implementation and use of technology across all grade levels.
- Culture: Maintain a safe and secure learning environment with the use of technology that meets the academic, physical and emotional needs of all students and staff members.
- Communication: identify and implement new means of communication with the community regarding the school mission and vision through the use of technology.

Through diversified and engaging curriculum, FCS students will:

- think critically by gathering and processing information through various sources, strategies and technologies.
- demonstrate responsible citizenship by interacting with society in a cooperative, productive, safe and informed manner.
- communicate effectively by using a variety of media and methods for diverse audiences and purposes.

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

	List Goals
Goal 1	Increase the implementation and use of technology across all grade levels, while sustaining a robust and reliable network.
Goal 2	Integrate technology and digital content into classroom instruction through relevant professional development to increase engagement and achievement for all students.
Goal 3	Provide a safe and secure school campus for all students with the use of technology that meets the academic, physical and emotional needs of all students.

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

Yes

**4a. List Goal #4**

Maintain a safe and secure learning environment with the use of technology that meets the academic, physical and emotional needs of all students and staff members.

**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 Fillmore Central School Board of Education, the FCS Administrative team, and the FCS Technology Committee work together to meet the goals of the instructional technology plan. The stakeholder groups include:

FCS Board of Education:

- Marcus Dean, Board of Education President
- Paul Cronk, Board of Education Vice President
- Faith Roeske, Member
- Sara Hatch, Member
- Matthew Hopkins, Member

FCS Administrative Team:

- Dr. Ravo Root, Superintendent
- Michael Dodge, M/HS Principal
- Chelsey Aylor, Elementary Principal, Curriculum Coordinator, District Data Coordinator
- Betsy Hardy, Director of Technology
- Anne West, Director of Special Education

FCS Technology Committee:

- Betsy Hardy, Director of Technology
- Anne West, Director of Special Education
- Molly Heaney, HS Math Teacher
- Tricia Ellsworth, Business Teacher
- Jodi Brown, HS Art Teacher
- Eileen Anderson, K-12 Library Media Specialist
- Lindsey Seitz-Peters, MS ELA Teacher
- Micha Rust, HS Social Studies Teacher
- Tanya Nickerson, Agriculture Teacher
- Leon Mast, HS Social Studies Teacher
- Gina Stefani, Special Education Teacher
- Desi Lyman, HS ELA Teacher
- Carol Hannon, MS Math Teacher
- Jordan Reed, 2nd Grade Teacher

Technology will be implemented across all grade levels to ensure that FCS students achieve the skill levels that will enable each student to utilize his or her full potential to be college and career ready in the 21st century. The FCS administrative team will meet weekly to plan professional development opportunities to guide teachers on how to make the appropriate instructional adjustments needed to integrate technology into the classroom. The administrative team will review the different options students have to explore diverse learning opportunities that currently lead to graduation and plan for future expansion of diverse course offerings.

The FCS Technology Committee will meet quarterly to make suggestions or recommendations of instructional technology strategies. The committee will identify the skills students are lacking to effectively use technology in the classroom and monitor/advise on digital citizenship for students to foster responsible behavior with regard to technology use. The work of this committee will focus on the support of technology infrastructure development as well as educational technology implementations and their effect on all staff and students.

The FCS administrative team will meet monthly with the Board of Education to provide feedback on technology integration, student achievement, professional development workshops, and technology updates. The BOE will approve all policies and staff changes related to technology.

All activities are designed to address the NYS Computer Technology Key Ideas, the NYS Learning Standards, and \*ISTE National Educational Technology Standards as tools for the design, modeling, information processing, communication and system control, and to greatly increase human productivity and knowledge.

NYSED Goals

- Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning
- Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning
- Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences
- Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders
- Provide access to relevant and rigorous professional development to endure educators and leaders are proficient in the integration of learning technologies

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II. Strategic Technology Planning

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\* <http://cnets.iste.org/currstands/cstands-netst.html>.

**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.**

Fillmore Central School will provide staff training that will empower teachers and administrators with the necessary knowledge, skills, and confidence to create and implement projects using technology as a tool to increase and enhance student learning.

***Annual Goal:***

K-12 teachers and administrators will actively participate in a minimum of 35 hours of professional development activities to increase student success and encourage professional growth.

- Every K-12 teacher and administrator will attend and/or actively participate in professional development activities an average of 35 hours per school year (175 hours over 5 years) to address identified District, standard team and/or grade level goals.
- Every K-12 teacher and administrator will write at least two annual, self-directed goals that will focus on the areas of professional competency outlined by New York State and the District Annual Professional Performance Review plan.
- All personnel will receive training in school violence prevention and intervention training annually, as per Commissioner's Regulation (100.2dd).
- All teachers new to the district will be assigned a mentor for a minimum of one school year.

***Professional Development Activities***

The professional development committee has determined that professional development activities will encompass, but will not be limited to the following types of activities to fulfill the 35-hour requirement of professional development. Professional development activities should be connected to each individual's goals to fulfill the professional development requirement. Professional development activities may include:

- Workshops/ conferences
- Curriculum development/ alignment
- Peer review activities
- Mentoring activities
- Superintendent's day in-service training
- Standard team meetings
- Parallel assessment development
- Graduate course work
- Original research work
- Grant writing

***Training in the use of educational technology and technology integration***

- Workshops offered onsite and offsite
- Self-tutorial programs
- Applying for and obtaining National Board Certification
- Creating and developing classroom teaching materials for publication
- Peer coaching
- Working with a consultant in a classroom to introduce new initiative
- Professional book study

***Specific professional development programs to be implemented will include:***

- Differentiated instruction
- Instructional strategies
- Direct Reading Instruction
- Orton-Gillingham method of reading instruction
- Core Knowledge Language Arts (CKLA) Skills Strand
- Touch Phonics
- Reading Eggs
- Technology Integration
- Microsoft Office 365 technology integration
- Smart board instructional integration
- Moodle Learning Management System
- Virtual field trips
- iPad
- AV Rovers
- Robotics
- Step-Up to Writing
- NYS Assessments and Requirements
- Common Core Curriculum

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Each teacher and administrator to show evidence of professional development participation will keep documentation of Professional Development activities. Documentation shall include:

- Certificates of workshop completion
- Standard team meeting minutes, indicating participants present
- Meeting attendance/ documentation form
- Publicized work
- Complete research work/ grants
- Parallel assessments
- Written curriculum

Professional Staff development is the key for successful integration of technology into the curriculum. Fillmore has based its professional development strategy to align with the NYSED Instructional Technology Goals and the ISTE National Educational Technology Standards plan for teachers and student, and may be viewed online at: <http://cnets.iste.org/currstands/cstands-netst.html>.

Teachers will have the opportunity for professional development days throughout the year in technology from the following resources:

- CSLO Model School COSER 529
- Cattaraugus-Allegany BOCES COSER 517
- Cattaraugus-Allegany Teacher Center
- GST BOCES STEM COSER 525

**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.**

***Measurement and Evaluation***

The FCS Administrative Team and FCS Technology Committee will evaluate the effective use of technology by students through the following observations, grade level meetings, quarterly tech meetings, and benchmarks:

Teachers use the computer system to connect to and access needed information from various Internet sites and build an online environment for students to access course material.

- All of our teachers are using the Internet to access information and asking students to find information on various topics to fulfill various course requirements.
- All teachers use iReady to assess student achievement and individualize instruction to close learning gaps.
- All teachers are building online course environments for students to access class materials, through Moodle, O365, Flocabulary, Websites, and/or NearPod.

- Grades K-12 teachers integrate 1:1 iPad and laptop use through cross-curricular projects and presentations.

Students will understand what a computer is and how to navigate the technology to interact in class.

- Grades 1-4 students use iPads in the classroom at least 3 x per week.
- Grades 1-4 students attend Technology Class and use laptops one class period out of a six-day rotation to receive an introduction to the computer.
- Grades 5-8 students use 1:1 laptops in the classroom at least 3 x per week.
- Grades 5-7 use laptops and attend Technology Class daily for a trimester to expand knowledge of the computer word processing programs.

Students will use the computer or iPad as a tool for generating and drawing ideas, enhancing learning, increasing productivity, and promoting creativity.

- Grades 1-4 students use Typing Pal one class period out of a six-day rotation to introduce keyboarding.
- Grades 1-8 use iReady to expand reading and mathematic abilities on a daily, weekly, and monthly basis.
- Grades 5-12 students will use O365, Moodle, and the website to access course material and complete assignments provided by teachers.
- Grades 8-12 students will use edutyping to work toward mastery in keyboarding skills
- Students in grades 5-12 search and retrieve information on various topics so that they become more productive in the classroom and in life.
- Students in grades 5-12 use technology to locate, evaluate, and collect information from a variety of sources.
- Students in grades 5-12 use technology tools to process data and report results.
- Students K-12 evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

Students use telecommunications to collaborate, publish, and interact with peers, and experts.

- Students in grades 9-12 utilize distance learning to take part in learning that would not be reachable without this form of telecommunications.
- Students in grades 3-12 use email to send messages to instructors and receive messages back.
- Students in grades K-12 experience virtual field trips and connect to experts in the field via videoconferencing.

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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**

Increase the implementation and use of technology across all grade levels, while sustaining a robust and reliable network.

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

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

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

- 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	Purchasing Fillmore School district will purchase 1:1 access to a device for each student and teacher in grades K-12 to increase the implementation and use of technology across all grade levels. Fillmore will: - Purchase 446 Dell Latitude 3380 series laptop computers for students and teachers in grades 5-12. - Purchase 320 – 32GB iPads for students and teachers in grades K-4. - Purchase 12 Interactive SMART Boards for 5 elementary classrooms, 3 special education classrooms, and 2 high school Math and ELA classrooms.	Business Official	N/A	Jan. (01)	2018	472,990.

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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
		- Purchase 425 protective laptop. - Purchase 120 Dell Latitude 3380 additional chargers will be purchased. - Purchase 320 iPad protective silicone cases.					
Action Step 2	Infrastructure	The Fillmore School will improve the district's technology infrastructure to increase high-speed Internet access for 1:1 mobile devices. Wireless will be accessed and upgraded as necessary to ensure a reliable and equitable network.	Director of Technology	N/A	Jan. (01)	2019	90,000
Action Step 3	Staffing	Fillmore will hire 1 FTE Technology Teacher to provide an introduction to technology and digital citizenship starting in grade 5. Grades 9-12 will have access to 3 new STEM electives.	Superintendent	N/A	Sept. (09)	2018	143,700
Action Step 4	Policy/Protocols	Fillmore School district will develop and update policies and protocols for 1:1 device integration. The Director of Technology, the Administrative Team, the BOE and the Technology Committee will work together to update the Authorized Usage Policy and to develop a Device Sharing Agreement. All students and parents/guardians in grades 5-12 must sign the Shared Device Agreement before students will be permitted to take a laptop home each night.	Superintendent	N/A	Sept. (09)	2018	0

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.



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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
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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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**

All professional staff will have access to digital resources with targeted professional development to integrate technology daily in classroom instruction and learning to address the needs of all students to succeed in rigorous curriculum.

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

5. Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies

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

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

**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	Curriculum	Digital tools and resources will be implemented with all students and staff to use in whole group, small group, and individual instructional settings on a daily basis. K-12 teachers will use the 1:1 devices and interactive SMART Boards to enhance curriculum to help address student reading or writing needs to close learning gaps among students.	Curriculum and Instruction Leader	N/A	Sept (09)	2018	160,500.
Action Step 2	Professional Development	FCS K-12 teachers will receive targeted Professional Development on digital content tools and resources to improve student success and engagement. Training will be provided to help teachers	Curriculum and Instr	N/A	July (07)	2018	Coser

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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
	ment	analyze baseline data results that will be derived from the instructional software to identify areas of strength and weaknesses for students in reading and writing	uction Leader				
Action Step 3	Learning Spaces	New learning spaces will be developed to allow for a district-wide mobile environment where students and teachers can work from any classroom at any time without the need to schedule time in stationary computer labs. The physical learning spaces will be flexible and adaptable to enable collaboration, interaction, and information sharing.	Director of Technology	N/A	Sept. (09)	2018	4,500.
Action Step 4	Staffing	Fillmore Central School will hire a 1 FTE Director of Technology to coordinate the roll out of the 1:1 implementation in a manner that supports a gradual increase in the integration of technology in classrooms. This position will serve on the administrative team and will oversee all technology and software inventory at FCS.	Superintendent	N/A	Jan. (01)	2018	345,000

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.

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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
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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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**

Provide a safe and secure school campus for all students with the use of technology that meets the academic, physical and emotional needs of all students.

**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"/> Pre-K-2 <input type="checkbox"/> Grades 3-5/6 <input type="checkbox"/> Middle School <input type="checkbox"/> High School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> ELL/MLLs	<input type="checkbox"/> Migrant students <input type="checkbox"/> Homeless students <input 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)
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**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	Cyber security	Provide additional Enhanced Cyber Security to offer a content filtering solution that blocks inappropriate web sites and allows for district control of information to find vulnerabilities in network security policies, software packages, and critical operating systems.	Director of Technology	N/A	April (04)	2018	8,625
Action Step 2	Infrastructure	Fillmore Central School will improve the building and grounds security infrastructure to help insure the safety of all students, faculty, administrators, and visitors to the school.	Building Principal	N/A	Jan. (01)	2018	70,996
Action Step 3							

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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
	Policy/Protocols	Fillmore Central School will update the Internet Safety/Internet Content Filtering Policy to conform to the increase of mobile devices with the 1:1 implementation. The policy will expand on online content filtering precautions that will be used to protect students online while on campus and off campus. This policy will be posted on the school's website to notify parents, guardians, students, and teachers of the updates to increase student safety online.	Superintendent	N/A	Jan. (01)	2018	0
Action Step 4	Planning	Work with WNYRIC Senior Network Specialist and Micro Computer Technical Support Specialist to maintain current hardware, update technology equipment and software, and to add additional devices as requisitions require.	Director of Technology	N/A	Jan. (01)	2018	0

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.

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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
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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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**

Expand communication with parents and other stakeholders the District strategic vision and goals that support student achievement through the integration of technology.

**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<br><input type="checkbox"/> Pre-K-2<br><input type="checkbox"/> Grades 3-5/6<br><input type="checkbox"/> Middle School<br><input type="checkbox"/> High School<br><input type="checkbox"/> Students with Disabilities<br><input type="checkbox"/> ELL/MLLs | <input type="checkbox"/> Migrant students<br><input type="checkbox"/> Homeless students<br><input type="checkbox"/> Economically disadvantaged students<br><input type="checkbox"/> Students between the ages of 18-21<br><input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs<br><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	Collaboration	Fillmore Central School will conduct student, staff, and parent/guardian surveys at all levels at least once per year to gather feedback on satisfaction of student achievement, school culture, and the school's communication of the district goals for technology integration.	Superintendent	N/A	May (05)	2018	0
Action Step 2	Communications	Fillmore Central School's website administrative software will be kept up-to-date and utilized as a means of communication with the community regarding the school's technology vision and goals, teacher websites, and all school activities.	Director of Technology	N/A	May (05)	2018	6,885.



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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
Action Step 3	Purchasing	Fillmore will purchase a platform that will disseminate information and receive feedback from the community. This administrative software will include an avenue to send emergency, attendance, and other alerts via text, voice, email and social media to increase parent and community engagement in school district activity.	Superintendent	N/A	March (03)	2018	4,500.
Action Step 4	Community Partnerships	Fillmore Central School will foster community partnerships to provide Fillmore students with access to additional educational information after school hours at the Wide Awake Club Library in Fillmore, NY, and to provide access to free WiFi for students who do not have Internet access in their homes.	Superintendent	N/A	Jan. (01)	2018	0

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	(No)	(No Response)	(No)	(No)	(No)	(No)	(No)

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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
	Response)		Response)	Response)	Response)	Response)	Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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

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

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

Fillmore Central School has made a commitment to increase the implementation and use of technology across all grade levels. The District will provide staff training that will empower teachers and administrators with the necessary knowledge, skills, and confidence to create and implement projects using technology as a tool to increase and enhance student learning.

Students will use technology tools to enhance learning, increase productivity, and promote creativity. Fillmore School will provide each student in K-12 with a device. Students in K-4 will be provided iPads and students 5-12 will receive Dell laptops. All students will be required to attend technology classes to build keyboarding skills and increase student understanding of various desktop applications and file management to become more productive in the classroom and in life. K-12 teachers will use digital software to improve student outcomes through valid and reliable adaptive diagnostics to fill any gaps in learning.

All K-12 teachers and students will feel more confident using telecommunications to collaborate, publish, and interact with experts in the field.

Fillmore students will utilize distance learning to take part in learning that would not be reachable without this form of telecommunications that will increase global citizenship and improve learning opportunities to better prepare students for college and work.

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.**

Fillmore Central School district will implement the 1:1 device program for every student in grades K-12. These devices will be used to differentiate instruction for students with individualized learning needs. The following instructional adaptations will be utilized:

- Class webpages are developed to provide student access to homework, flashcards and practice tests for review.
- Nearpod lessons are created for students to access during direct instruction as well as for students to use outside of class time while on their device.
- Videos clips, Quizlet and Castle Learning are used to reinforce classroom concepts and to view mentor writing pieces in various content areas.
- Microsoft Office 365 is utilized for alternate core ELA folders with assignments, graphic organizers, and additional supplemental materials to enhance learning.
- Dragon WriteNaturally, Microsoft Word speak option, and Natural Reader are used for text to speech and speech to text accommodations.
- Audio books and videos are downloaded onto laptops and used on iPads for additional learning opportunities.
- Students and teachers will develop presentations using Sway, Prezi, and PowerPoints.
- Moodle, Kahoot, Weo, Flocabulary, and Tes Learning software are used to enhance vocabulary.
- Notability, Bamboo paper for writing, Kindle, Overdrive, Lit2Go, Librivox, and Project Gutenberg are used for research and writing.
- iPads, electronic worksheets, organizers, overlays, Proloquo2Go will be used as assistive technology and for tactile learning and word predictive programs will be utilized for phonetic spellers.
- Flag your Reading Strategy, highlighting, outlines, graphic organizers, and Quizlet are used to help support reading skills.
- Cue Think, i-Ready, word processors instead of handwriting, Sticky Notebooks (iPads), and online websites are used to increase options for students with disabilities to demonstrate knowledge and skills.
- Email, Office 365, and OneNote are used for electronic communication and collaboration among students and teachers.
- During research projects, students will use pictures, videos, or web content to share information. For nonverbal students, pictures are used to tell the story.
- Learning games, such as, PBSkids, Reading Eggs, Todo Math, NearPod, Adobe Spark, Smart Exchange, ABC Kids, First Phrases, My PlayHome, I Like Books, and Flocabulary software are used to supplement instruction.
- Digital Citizenship presentations are provided through NearPod for students to learn how to be safe and responsible in online environments.
- Virtual Field Trips are scheduled for students in grades K-12 to learn from experts in the field and to collaborate with other students throughout the world on various content areas (i.e. Science projects, history, math games, languages).
- Secondary level students utilize laptops for therapy sessions so the student can explain what they are working on in class to to build personal dictionaries to use on a daily basis within classrooms.

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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 checked="" type="checkbox"/> Multiple ways of assessing student learning through technology  |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital world   | <input checked="" type="checkbox"/> Electronic communication and collaboration  |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology                                 | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility   |
| <input checked="" type="checkbox"/> Reading strategies through technology for students with disabilities                        | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas   |
| <input checked="" type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input checked="" type="checkbox"/> Helping students with disabilities to connect with the world  |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the special education classroom            | <input type="checkbox"/> Other (please identify in Question 4a, below)  |

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

- Class lesson plans, materials, and assignment instructions are available to students and families for 'anytime, anywhere' access (such as through class website or learning management system)
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Home language dictionaries and translation programs are provided through technology.
- Hardware that supports ELL/MLL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.
- Learning games and other interactive software are used to supplement instruction.
- Other (please identify, in Question 5a, below)

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

Yes

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

In the 5 most spoken languages in the district

2018-2021 Instructional Technology Plan - Annually - 2018

IV. NYSED Initiatives Alignment

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

(No Response)

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

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V. Administrative Management Plan

Section V - Administrative Management Plan

1. Staff Plan

	Full-time Equivalent (FTE)
District Technology Leadership	0.60
Instructional support	0.40
Technical Support	1.60
<b>Totals:</b>	<b>2.60</b>

2. Investment Plan

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
1	End User Computing Devices	N/A	472,990	One-Time	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	Instructional and Administrative Software	N/A	180,510	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input checked="" type="checkbox"/> Instructional Materials Aid <input checked="" type="checkbox"/> Instructional Resources Aid <input 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	Staffing	N/A	488,700	Annual	<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	Network and Infrastructure	N/A	165,496	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
<b>Totals:</b>			<b>1,307,696</b>			

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V. Administrative Management Plan

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

Yes

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

The district has a public website.

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

www.fillmorecsd.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.

Director of Technology

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

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.

Some of the 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.

District Internet Safety -Filtering Policy rev BOE Approved 2\_15\_18.docx  
 District Internet Safety -Filtering Policy rev BOE Approved 2\_15\_18.pdf

11. Does the district have a Cyberbullying Policy?

Yes, and I will upload the policy.



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V. Administrative Management Plan

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

Acceptable Use Policy Rev BOE Approved 2\_15\_18.docx  
PU Nov 17 - 7550 - Dignity for All Students policy.docx

**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.fillmorecsd.org/cms/lib/NY19000841/Centricity/Domain/1/Student%20Data%20Privacy%20and%20Security.pdf>

**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://fillmorecsd.org/Page/2316>

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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

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

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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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