

**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?**

Christopher Smith

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 Bath Central School District is...  
Committed to every student, every day. Community centered. Globally connected.

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

**District Vision**

The Bath Central School District will be an innovative learning community committed to excellence by providing a safe, nurturing, experience-rich environment that promotes life-long learning to empower all individuals to meet the challenges of an ever-changing future.

**Technology Vision**

Bath Central School District will continually assess and enhance the instructional/management environment to ensure that all students and staff will develop competencies, consistent with commencement outcomes, which will enable them to effectively compete in the rapidly changing global society.

In order to meet our mission and goals, it will be necessary for the Bath Central School District to provide the following:

1. Opportunities for all students to use contemporary technology as a means to assist them in reaching their potential by incorporating technologies in a positive, supportive, stimulating learning environment.
2. Opportunities and encouragement for teachers to master the technologies and tools necessary to create an integrated learning environment where students can master basic skills and knowledge using rich creative experiences and opportunities.
3. Opportunities for training and awareness of current technologies for interested community members.
4. Monetary support for staff, equipment and other necessary resources to implement the Bath Central School District mission.

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

	List Goals
Goal 1	Bath CSD will utilize, build and expand upon personalized learning environments that promote deeper, authentic learning experiences featuring collaboration, creation, problem solving and student voice.
Goal 2	Bath CSD will continue to provide a robust infrastructure that supports the tools, resources, data, and systems that enable powerful digital learning opportunities and ensure the privacy, safety, and security for all students and staff.
Goal 3	Bath CSD will leverage technologies and digital learning strategies to expand access to high-quality, ongoing, job-embedded professional learning opportunities for all teachers and administrators.

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

Yes

**4a. List Goal #4**

Bath CSD will increase the effective use of digital tools to communicate and collaborate with the Bath Central School District community.

**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.**

During the 2017-2018 school Bath Central School District formed a District Steering Committee (DSC). The DSC is comprised of stakeholders from the district and community. The DSC was tasked with creating, monitoring and evaluating a new strategic plan (and processes) to guide the district into the future.

The District Steering Committee over the course of multiple meetings established a new mission, vision, core beliefs and key focus areas. As a result, planning subcommittees were established for each of the key focus areas consisting of teachers, administrators, support staff, students, parents, community members, and local business leaders. Each of the subcommittees met multiple times to develop a series of goals and objectives to build upon Strengths, address Weakness, take advantages of Opportunities, or mitigate Threats identified in the SWOT Analysis. Each subcommittee is to meet on a quarterly basis is tasked with monitoring, evaluation and adjustment of the goals created as well as the subcommittees supporting their focus area. Each subcommittee will report back to the District Steering Committee on a yearly basis.

The Balanced Instruction Subcommittee provides guidance and support for the Professional Development Committee (PDC) and the District Technology Committee (DTC) among others. Through the strategic planning process, connections were (re)established to guide and support other planning committees in the District, such as the District Technology Committee, the Professional Development Committee, and the Facilities Committee.

With renewed focus and clear objectives provided through the development of the new Strategic Plan, the District Technology Committee reconvened to create an updated District Technology Plan. The (updated) DTP is to support the vision, mission, goals, and objectives identified in the Strategic Plan as well as meet the guidelines established by the NYSED.

The following stakeholders form the District Technology Committee for the 2018-2019 school year:

- Joe Rumsey Superintendent of Schools
- Chris Smith Director of Educational Technology
- Randy Brzezinski Director of Educational Services
- Michael Siebert Haverling HS Principal
- Brett Harrison Dana Lyon MS Assistant Principal
- Bret Ryan Vernon Wightman Primary Dean of Students
- Joe Brown 2nd Grade Teacher/Technology Mentor
- Chris Pragle Grade 6 & 7 Computer Literacy Teacher/BTM
- Josh Sobilo Grade 4 & 5 Computer Literacy Teacher
- Nikki Cole Elementary Music Teacher
- Derek Ortiz Middle School SE Teacher/BTM
- Ryan Love High School English Teacher
- Ryan Finney Network Administrator
- Chad Krelie Parent
- Jack Wheeler Steuben County Manager/Parent
- Class of 2018 Representative
- Class of 2019 Representative
- Class of 2020 Representative
- Class of 2021 Representative

Going forward, the DTC will meet quarterly to assess, evaluate, and adjust as necessary the goals and objectives of the DTP. Quarterly meetings will take place prior to the Balanced Instruction Subcommittee meetings to ensure that meeting minutes and progress reports are provided for review.

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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.

Excerpt from the District PD Plan July 2018 - June 2020. Board approved May 2018

The purpose of the Professional Development Plan is to improve the quality of instruction and learning.

Needs Analysis: Bath CSD determines the professional development needs of staff through a variety of means used at different times including:

- Teachers' Professional goals
- Student Achievement Data
- Administrative Observations
- Technology Surveys
- New Teacher Training Feedback
- Superintendent Conference Feedback
- In-service Course Requests
- Teacher Improvement Plan
- New State Educational Mandates
- Annual Professional Development Needs Survey
- Professional Development Requests

Based on the above methods and the data collected, the Bath Central School District Professional Development Committee has determined that our primary goal for the length of this plan (2018-2020) will be to provide the professional staff members with the learning opportunities necessary to ensure our students are leaving the Bath CSD college, career, and community ready.

Note: For the purpose of this document, Professional Instructional Staff Members, will include Teachers, School Counselors, Nurses, Social Workers and teaching assistants. Professional Instructional Staff Members will be shortened to Professional staff for this document.

OBJECTIVES, STRATEGIES AND ACTION PLANS

Objective 1: All professional staff will be highly qualified and participate in professional development.

Strategies to accomplish Objective 1:

- We will continually develop a comprehensive, research-based staff development program utilizing available resources.
- We will continue to recruit and retain highly-qualified staff.

Activities to accomplish Objective 1:

Activity	Description	Target Audience	Responsible Person(s)	Timeline
Annual Professional Development Needs Survey	Short survey to determine needs of staff members at all levels.	Professional Staff	PDC	Spring
Professional Learning Requests	Learning opportunities approved in the HTA contract will be made available on My Learning Plan website. Opportunities outside of these will need to be discussed with the building principal.	Professional Staff	Dir. Of Ed. Services Instructional Staff Administration	On-going
Professional Development Long-Range Plan	Through the professional learning currently taking place, the administrative team will evaluate the needs analysis items and work to create a 2-3 year process.	Professional Staff	Administration	Summer 2016 Monitored / Evaluated during the school year by the PDC Adjusted each summer
Professional Orientation and Mentoring Plan	This is the district's plan and program to support all non-tenured professional staff in years 1, 2, 3 and 4.	New Professional Staff	Staff Development Specialist; Director of Educational Services;	Completed – Fall 2016 On-going monitoring / evaluation
Teacher Recruitment Days	Based on the availability of	Potential applicants	Administrators	As needed

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<p>Professional Development Log generated in My Learning Plan</p>	<p>qualified &amp; certified candidates, there may be a need for administrators to attend recruitment days at various locations around NYS.</p> <p>All professional instructional staff will have their professional development hours logged into MLP. Most learning activities will be entered automatically. However there will be a few needing to be entered by the professional staff member. These logs will be reviewed and discussed during exit interviews.</p>	<p>Professional Staff</p>	<p>Professional Staff</p>	<p>Yearly</p>
<p>Objective 2: Our staff will incorporate the critical systems necessary to assure students are leaving our district Career, College, and Community ready.</p>				
<p>Strategies to accomplish Objective 2:</p>				
<ul style="list-style-type: none"> <li>• Offer professional learning opportunities that will assist professional staff in understanding what is necessary for students to be career, college, and community ready.</li> <li>• Offer professional development opportunities for professional staff to utilize technology that will enhance their curriculum and instruction.</li> <li>• Offer professional learning opportunities that engage professional staff in collaboration, foster creativity, enhance communication, require critical thinking and problem solving, with the intention these same areas will find their way into lesson development.</li> </ul>				
<p>Activities to accomplish Objective 2:</p>				
<p>Activity</p>	<p>Target Audience</p>	<p>Responsible Person(s)</p>	<p>Timeline</p>	
<p>Road to Success and Community Service Graduation Requirements</p>	<p>Students in grades 10-12</p>	<p>High School staff members</p>	<p>On-going – monitoring, evaluation, adjusting and enhancement of curriculum, instruction, and requirements.</p>	
<p>Freshman Seminars</p>				
<p>Presentations by Staff Members regarding best practices</p>	<p>Professional Staff</p>	<p>Professional Development Council</p>	<p>On-going as needed or appropriate</p>	
<p>Outside speakers</p>				
<p>Learning opportunities** ( Explained below)</p>	<p>Professional Staff</p>	<p>Professional Development Council Director of Ed. Services</p>	<p>On-going</p>	
<p>Utilization of Instructional Rounds with a focus placed on collaboration and learning</p>	<p>Professional Staff</p>	<p>Administrators Professional Staff</p>	<p>Start Spring of 2016</p>	
<p>Annual Professional Performance Review</p>	<p>Professional Staff</p>	<p>Administrators</p>	<p>On-going through goal setting, observation process, and exit interview</p>	
<p>** The Bath Central School District will offer In-Service workshops during the school year focused on pedagogy and content specific topics. The level of rigor and application will be evaluated by building principals to assure it meets the requirements of acceptable CTLE.</p>				
<p>Professional Learning Opportunities will be offered by outside sources who are CTLE Sponsors by the NYSED. These sponsors will include: • Schuyler-Steuben-Chemung-Tioga-Allegany BOCES - (GST BOCES)</p>				

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- Erie 1 BOCES, WNYRIC
- New York State United Teachers Education & Learning Trust (NYSUT ELT)
- Schuyler-Chemung-Tioga/Corning Teacher Center

These offerings will include a variety of topics specific to staff members' certification area, pedagogy, or language acquisition for ELL students.

Excerpt from the District's SSIP.

The District is fully committed to providing ongoing professional development for all staff. As a part of the District's professional development plan a wide range of professional development opportunities exist for teachers, teaching assistants, support staff and administrators. The current professional development catalog for staff includes nearly 50 offerings to choose from – inside the district, outside the district, and online.

The offerings include a wide variety of technology-based resources such as SMART notebook, G-Suite, Impero Education Pro, Blogging, i-Ready, Class Dojo, Flipped Classroom, Developing a Digital Classroom, etc.

The District also has a K-12 Educational Technology Specialist who works with teachers throughout the District to support the use and integration of technology. In addition, each building has a Building Technology Mentor which provides peer to peer support, training, and integration planning and support. The District strongly believes that both the instructional leadership staff and the technical support staff need higher-level professional development in order to continue in their roles.

**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.**

Implementation and evaluation of the District Technology Plan will be the responsibility of the District Technology Committee. Quarterly progress reports and recommendations will be provided to the Balanced Instruction Subcommittee for review.

A variety of evaluation tools and strategies will be used to assess the effectiveness of the DTP. A list of the current tools and strategies used by the DTC is provided below.

- Quarterly meetings of the District Technology Committee to review the DTP, evaluate progress and to prepare progress reports for the Balanced Instruction Subcommittee.
- The Building Technology Mentors are active members of the DTC and keep journals of all staff interactions related to their support and integration of technology within their building. Their experiences and journals provide keen insight into the progress that is being made within each building.
- The Technology Services Department (TSD) administers a survey in May/June of each school year to assess the service, support, access and function of technology throughout the district. This data is provided to the DTC, BOE, and admin team for review on an annual basis.
- The Director of the Technology provides TSD meeting agendas and minutes for monthly departmental meetings. This data is also shared with the admin team as well as the DTC.
- Formal and informal observations in classrooms and review of data to assess student learning.
- Clarity Technology and Learning Survey. In the May of 2017, the District administered the Clarity Technology and Learning Survey by BrightBytes. This survey was taken to serve as a benchmark to evaluate the impact of technology on the learning environment. A link to the baseline survey results from 2017 as well as the 2018 results are provide below.
- June 2017 Clarity Technology and Learning Survey Results (BASELINE)
- June 2018 Clarity Technology and Learning Survey Results
- Requests for anecdotal information on the use of technology as an instructional and informational tool.
- Model lesson plans and student projects
- Periodic reviews of District Technology Plan with building administrators.
- Regular review of technology-based professional development opportunities.
- Follow-ups at the building levels as to the progress of technology integration and support in the curricular areas.
- Annual review of ticket and asset data from Web Help Desk.
- Revised policies, procedures, roles and other related documentation.

Other forms of evidence that can be used to determine the technology plan's progress and success might include:

- Student portfolios
- Student products or projects
- Enrollment in in-service education programs
- Community participation on planning teams Community feedback
- Community support through the voting process

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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**

Bath CSD will build and expand upon personalized learning environments that promote deeper, authentic learning experiences featuring collaboration, creation, problem solving and student voice.

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

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

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

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

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

Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Curriculum Develop a shared vision for personalized learning.	Curriculum and Instruction Leader	N/A	Dec. (12)	2019	0
Action Step 2	Policy/Protocols Develop a process for piloting new educational technology. • Develop an evaluation tool that features evaluation criteria for	Director of Tec	N/A	Oct. (10)	2018	0

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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
		personalized learning. <ul style="list-style-type: none"> <li>Develop, communicate and implement the evaluation process.</li> <li>Secure district resources annually to support effective pilots.</li> </ul>	Technology				
Action Step 3	Collaboration	Actively share best practices in all curricular areas <ul style="list-style-type: none"> <li>Explore the incorporation of recognized DLS into curriculum and study guides.</li> <li>Scale models of effective DLP, as vetted by DET and others.</li> <li>Emphasize DLS that foster collaboration, creation, problem-solving and voice.</li> </ul>	Curriculum and Instruction Leader	N/A	September (09)	2018	0
Action Step 4	N/A	N/A	N/A	N/A	June (06)	2021	N/A

5. This question is optional.

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

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5							



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III. Action Plan - Goal 1

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

Bath CSD will continue to provide a robust infrastructure and tools that support robust data systems and provide the foundation for powerful digital learning experiences while ensuring privacy, safety, and security for all students and staff.

**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)

**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	Infrastructure Continue to fund the districts 1 to 1 initiative in grades 1 -12, providing a replacement for each mobile device assigned to staff every 3 years and students every 4 years. (Local funds through CSLO CoSer w/ Erie 1 BOCES)	Director of Technology	N/A	June (06)	2019	150,000
Action Step 2	Infrastructure Replace the current Cisco wireless infrastructure with new Aerohive wireless infrastructure to support the growing demands of our users. (Capital Project)	Director of Technology	N/A	Dec. (12)	2018	225,000
Action Step 3	Learning Replace the aging SmartBoards and LCD	Director	N/A	June	201	406,594

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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
	Learning Spaces	projectors in the primary classrooms with interactive LED displays. (Smart Bond)	Director of Technology		June (06)	2019	
Action Step 4	Learning Spaces	Install assisted listening systems (whole classroom sound) in all classrooms K-12.	Director of Technology	N/A	June (06)	2019	141,912

5. This question is optional.

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

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

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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
	(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**

All learners will have the opportunity to regularly experience engaging, personalized, empowering, and collaborative learning experiences in both formal and informal settings. These experiences will prepare them to be active, innovative, knowledgeable, and ethical participants in a connected world.

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

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

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

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

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

Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 1	Technology will be utilized to enable personalized learning experiences that are relevant and engaging.	Curriculum and Instruction Leader	N/A	June (06)	2019	20,000
Action Step 2	Technology will be used to support and organize learning around real-world challenges and project-based learning activities – a wide variety of digital	Instructional Tec	N/A	June (06)	2019	0

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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
		tools and resources will be utilized to show competency with complex concepts and content.	Technology Coach				
Action Step 3	Curriculum	Technology will be used to extend learning opportunities beyond the classroom. (DL CoSer with GST BOCES)	Director of Technology	N/A	Nov. (11)	2018	5000
Action Step 4	Curriculum	Technology will be utilized to help learners pursue their passions and interests.	Instructional Technology Coach	N/A	Nov. (11)	2018	8000

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	Community Partnerships	Technology access and training will be provided for community members.	Director of Technology	N/A	Dec. (12)	2018	0
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**

Increase the effective use of digital tools to communicate and collaborate with the Bath Central School District community.

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

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

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

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

**4. List the action steps that correspond to Goal #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	Communications	Bath CSD will utilize a variety of media to maximize awareness and support of the district's goals, objectives and programs.	Director of Technology	N/A	Dec. (12)	2018	0
Action Step 2	Communications	Bath CSD will partner with or develop a mobile app for staff, students and community members that provides an efficient and effective platform to access school related information and news.	Director of Technology	N/A	Nov. (11)	2018	2500
Action Step 3	Communications	Bath CSD will continue to improve parent and student portals to	Director	N/A	Dec. (12)	2018	0



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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
	Communications	increase communication and collaboration between teachers, students and parents.	Technology				
Action Step 4	Communications	Bath CSD will continue to improve the content and resources available through the district and school web sites to better inform, and improve services to stakeholders	Director of Technology	N/A	Oct. (10)	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 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)

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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
	se)		se)		se)	se)	
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**

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**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.**

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

- 2. Students with disabilities may be served through the use of instructional technology as well as assistive technology devices and services to ensure access to and participation in the general curriculum. Describe how instruction is differentiated using technology to support the individualized learning needs of this student group.**

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

Students' learning spaces based upon need to allow for mobility and/or the use of technology devices. Mobile workstations and centers are created as needed to allow students to work in small groups, pairs or one-on-one with a teacher enhances learning. Providing students the option of multi-modal opportunities in learning is important. Options could include videos, pictures, reading text or interacting with a diagram or hearing the text read to them. Providing students with choices in their learning is essential to support student development and success.

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IV. NYSED Initiatives Alignment

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

- Class lesson plans, materials, and assignment instructions are available to students and families for 'anytime, anywhere' access (such as through class website or learning management system).
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Assistive technology is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill.
- Learning games and other interactive software are used to supplement instruction.
- Other (please identify in Question 3a, below)

**4. Please select the professional development that will be offered to teachers of Students with Disabilities that will enable them to differentiate learning and to increase their student language and content learning with the use of technology. Check all that apply.**

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

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

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

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

Yes

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

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.

N/A

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

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

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

- The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
- The district uses instructional technology to facilitate classroom projects that involve the community.
- The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.
- The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.
- The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- The district does not use instructional technology to facilitate culturally responsive instruction.
- Other (please identify in Question 8a, below)

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

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V. Administrative Management Plan

Section V - Administrative Management Plan

1. Staff Plan

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional support	0.50
Technical Support	3.00
<b>Totals:</b>	<b>4.50</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	200,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input 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	225,000	One-Time	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools	Capital Project

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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 checked="" type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Other (please identify in next column, to the right)	Learning Spaces	548,506	Both	<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
4	Other (please identify in next column, to the right)	Curriculum	33,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input checked="" 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>1,006,506</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.bathcsd.org](http://www.bathcsd.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.

Christopher Smith

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.

Christopher Smith

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

Yes

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

Every Two Years

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

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 provide the URL to the policy.

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

<http://www.bathcsd.org/files/filesystem/bcsd%20aupnosignoff.pdf>

11. Does the district have a Cyberbullying Policy?

Yes, and I will upload the policy.

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

7552 Bullying in Schools.pdf



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V. Administrative Management Plan

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**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?**

2017

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

<http://www.bathcsd.org/district.cfm?subpage=77572>

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

Yes, and I will upload the policy.

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

5672 Information Security Breach and Notification.pdf

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

<http://www.bathcsd.org/files/filesystem/bcsd%20dtp%202018-2019.pdf>

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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 checked="" 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 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.	Christopher Smith	Director of Educational Technology	csmith@bathcsd.org	<input checked="" 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 type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

3. If you want to list multiple contact points for the innovative programs above, please provide the names, titles, and e-mail addresses of the people to be contacted in order to obtain more information about the innovative program(s) at your district.

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VI - Sharing Innovative Educational Technology Programs

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

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VI - Sharing Innovative Educational Technology Programs

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

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VI - Sharing Innovative Educational Technology Programs

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

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VI - Sharing Innovative Educational Technology Programs

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

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