

2018-2021 Instructional Technology Plan - 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?**

Deborah A Haab

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

Superintendent

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

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

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

The Wainscott Common School District is committed to providing a strong foundation in technology for lifelong learning and improved quality of life. The District's Vision/Mission statement: "The Wainscott School has a proud history of education the children of our community in a unique, close knit and caring environment. It is our mission and vision to honor the traditions that our community expects and supports, while preparing our students to be successful, global citizens of the 21st century." In keeping aligned with this mission/vision, one of our goals is to ensure Wainscott Common School District students are responsible, knowledgeable and forward-thinking technology users. We are committed to insuring students achieve the highest NextGen skills in order to reach their greatest potential in science, math, engineering, problem solving and creative thinking. Wainscott Common School District is committed to erasing the digital divide that, without the resources provided by the Board of Directors and Superintendent, would exist.

This goal provides a foundation and guidance so that the Wainscott Common School's plan adheres to, "Commissioner's Regulation 100.12, that supports the mission of the NYS Board of Regents, which is to ensure that every child has equitable access to the highest quality educational opportunities, services and supports in schools that provide effective instruction aligned to the state's standards, as well as positive learning environments so that each child is prepared for success in college, career, and citizenship."

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

The Wainscott Common School District recognizes the need to increase learning opportunities, access, understand and communicate information. The district is committed to expanding our knowledge base and effectively utilizing technology in our school that will:

- Promote and enhance teaching and learning through collaboration and focus on best practices
- Include technology as a key component of K-3 grade program
- Provide students foundation technology skills to support NextGen standards and NY State Standards
- Provide opportunities for students to express themselves in alternative means, e.g., robotics, coding video, graphics.
- Help students develop skills to use technology for life-long learning, collaboration and problem solving
- Prepare students for the work of the future

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

	List Goals
Goal 1	The Wainscott Common School District will ensure the use of the highest quality technology and instructional technology support, within budget. As part of this first goal we will focus on the District's infrastructure to ensure a fast and safe wireless network with cloud-based content storage and management..
Goal 2	Develop a strategic vision using benchmarks from 2012 through 2017-2018. The plan will include ways to communicate the district's 1:1 student technology use to ensure a technology enhanced, culturally and linguistically responsive learning environment to improve teaching and learning at school and at home.
Goal 3	Ensure all constituents including administrators, teachers, instructional support and administrative support staff have the skills to identify the best technology solutions, support each other in the use, assessment and growth to support every student as we develop, model and teach 21st Century skills.

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

No

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

No

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

The Technology Committee includes the Superintendent, Technology Consultant/Technology Teacher, Special Education Director, and 3 classroom teachers. The technology planning process is an on-going process including quarterly meetings to review data from current technology solutions to ensure strong connections with classroom learning and support provided by service providers, e.g., RTI Teacher. In addition, these meetings enable the planning committee to discuss best practices in instructional technology.

During our meetings, we use tools provided by ISTE, 21st Century Skills framework and NextGen standards to discussions and review current systems and goals for improving student performance. Wainscott School District, through an extensive strategic planning process, a vision and mission to drive the corresponding technology implementation plan for this phase of instructional technology implementation and training.

During meetings, we discuss needs and review options for best practices based instructional technology solutions.

Over the next 3 years some of the questions the planning committee will address are:

- How can we implement a 1:1 computing environment that makes use of best practices based instructional technology solutions?
- How can we facilitate and empower teachers to continually look for ways to use technology to support student success?
- How can teachers use technology tools that have the greatest impact on classroom management and student success?
- How can we improve our systems to ensure all students can quickly use instructional technology solutions (e.g. single sign-in solutions)?
- How can we improve the use of technology for ELLs and students with learning disabilities?

The Technology Committee is working hard to keep up with the every-changing world of technology. The goal for Wainscott Common School is not necessarily to use more technology but to use it more effectively given each new class of students. The Wainscott Common School District will also use its technology to expand our community outreach and parental involvement.

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

Wainscott Common School District uses a multi-prong approach to support our community when choosing, using, assessing and benefiting from Instructional technology applications.

- In-service and on-line professional development to support technology solutions that support instructional planning, classroom management, and integrated instructional technology solutions e.g. Google Classroom, Aimsweb Amplify Reading
- We utilize the services of the Eastern Suffolk Boces, who offers courses at reduced cost and offer a range of technology related classes e.g., NextGen, Google Suite, Smartboard tools, Best Instructional Apps

Professional Learning Community (PLC) will spend 30 % of their time working on NextGen and New York State technology integration standards. PLC is.

2018-2021 Professional Development Plan

Instructional Technology professional development will be provided throughout the year for teachers, administration, and support staff. Professional development will include work by Professional Learning Communities, a well-researched practice that enables our school community to engage in productive, forward thinking strategies, throughout the school year. ES BOCES profession development, Model Schools program, local universities and instructional technology vendors.

In addition, parents will be offered support and training in October and May to ensure on-going use of best practices for differentiating and individualizing learning at school and at home.

Professional development topics include:

- How to use technology in the classroom to support thinking, organizing, collaborating, communicating with text and multi-media across core subject areas
- How to find and evaluate information, write and communicate in a Digital World
- How to help students develop a rich vocabulary with technology tools and resources
- How technology can help students with special needs including Apps and computer-based settings
- How to support student's content knowledge and encourage deeper understandings
- How can teachers and instructional support staff best assess instructional technology applications to ensure all students' needs are met

Professional Learning Community focus on:

- What current uses of instructional technology are providing the support, knowledge, skills, management, and reports to create effective individualized education and behavior management plans.
- How does an integrated 1:1 computer environment differ from having 1 computer per student
- Focus on useable data for progress monitoring and standards mastery
- How to authentically assess every student's best work with technology and create connections with real world applications
- How can we assess our own professional development to ensure we are moving forward toward optimal performance

Examples of Professional Development topics include:

- What is assistive technology and who needs it?
- Is the use of assistive technology effective for our students with disabilities and our English Language Learners?
- How can we make the most of our student management systems (eSchool and BETTS)?
- What does our student data say?
- Are we using our instructional systems with fidelity?
- Google Apps for Education Training
- How to use Google Classroom for optimal classroom management?
- How can we use data and support materials from current instructional technology solutions to drive instruction for all students?
- How can we use virtual reality to support instruction? When are virtual field trips more effective than "real word" field trips?
- Applications for our portable devices/tablets -what are we using and how are they connected to student learning and outcomes?
-

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

Wainscott Common School District's evaluation plan will include the following student and program components:

- Student achievement and performance will be assessed by analyzing BEDS, attendance, student performance on state and locally developed assessments, AIMSweb Plus, the RTI data and technology-based instructional programs.
- Wainscott Common School District teachers will provide formal feedback to the Superintendent by the close of every school year relative to the quality of the district's instructional technology program and support.
- Families will be encouraged to complete a survey regarding their families' experience with using technology in the home.
- Families will be invited in 2 times each year to learn about in-school use of instructional technology and will be asked to provide feedback through discussion and written surveys. Spanish translators will be on-hand to ensure all voices are heard.
- Monthly meetings with support service providers will provide opportunities to improve the instructional technology plan throughout the year.
- The District will perform progress monitoring on a quarterly basis to determine if we are able to measure student and staff growth in each of our three established goals. 1. Use of the highest quality technology and instructional technology support within budget, along with a focus on the District's infrastructure. 2. Develop and implement a strategic vision using benchmarks from 2012-2018. 3. Ensure all constituents have the skills to identify the best technology solutions as we support each other to develop, model and teach 21st Century skills.

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

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 1

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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

The Wainscott Common School District will ensure the use of the highest quality technology and instructional technology support. As part of this first goal we will focus on the District's infrastructure to ensure a fast and safe wireless network with cloud-based content storage and management.

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). 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	Planning	Working with the Technology Committee, BOCES Model Schools and a outside BOCES approved technology systems vendor design a safe and fast wireless network with cloud-based content storage and management for use by teachers, staff, and students.	Superintendent	N/A	Feb. (02)	2021	0
Action Step 2	Budgeting	Identify funding to support the installation and maintenance of the fast and safe wireless network with cloud-based content storage and management.	Superintendent	N/A	June (06)	2021	30,000

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III. Action Plan - Goal 1

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	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	Implementation	Determine the staffing, training and annual on-going costs of maintaining a safe and fast wireless network with cloud-based content storage and management.	Superintendent	N/A	March (03)	2021	0
Action Step 4	Evaluation	Choose vendor and implement a post installation audit of the new fast and safer wireless network with cloud-based content storage and management.	Superintendent	N/A	May (05)	2021	5000.00

5. This question is optional.

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

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

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 1

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	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
	ponse)		ponse)	e)	ponse)	ponse)	e)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 2

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Section III - Action Plan

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

1. Goal #2

Develop and implement a strategic vision based on benchmarks from the 2012-2017 instructional implementation and outcomes. The plan will include ways to communicate and budget the district's 1:1 student technology initiative to ensure technology enhanced, culturally and linguistically responsive learning environment to improve teaching and learning in school and at home.

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 #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	Collaboration	The Technology Committee will meet to choose the devices for the full Chromebook implementation. This will expand the 1:1 Chromebook program to K-1 and by the end of the cycle include grades 2 and 3.	Director of Technology	N/A	September (09)	2020	0
Action Step 2	Budgeting	Determine the annual recurring costs for 1:1 Chromebook initiative including costs related to providing internet access to students for home use. Work with Superintendent, School Board and	Director of Technology	N/A	March (03)	2021	0

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III. Action Plan - Goal 2

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	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
		Business Manager to budget for staffing and annual recurring costs.	ogy				
Action Step 3	Policy/Protocols	Create student guidelines and policies for students, families and staff which include: <ul style="list-style-type: none"> • Student loan program protocols • Family standards for use of district supported internet access • Goals for using technology • Protocols for hot spot management of home use 	Other (please identify in next column, to the right)	Technology Committee	May (05)	2019	0
Action Step 4	Implementation	Purchase chromebooks and syncing device for K-1 (replace ipads with chromebooks) then 2-3 (replace current)	Superintendent	N/A	Sept. (09)	2020	20,000

5. This question is optional.

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

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 2

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	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	Policy/Protocols	Create protocols for regular distributing and maintaining chromebooks	Superintendent	N/A	May (05)	2020	0
Action Step 6	Policy/Protocols	Establish protocols for distributing, maintaining, supporting families and repair of chromebooks	Director of Technology	N/A	March (03)	2020	0
Action Step 7	Policy/Protocols	Communicate procedures and protocols regarding 1:1 technology to student, families and staff.	Superintendent	N/A	June (06)	2020	0
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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

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Section III - Action Plan

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

1. Goal #3

Ensure all constituents including administrators, teachers, instructional support and administrative support staff have the skills to identify the best technology solutions, support each other in the use, assessment and growth to support every student as we develop, model and teach 21st Century skills by providing robust and on-going professional learning opportunities aligned with the goals and objectives of the 1:1 student technology program including both instructional and assistive technology.

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

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

3. Target Student Population(s)

- | | |
|---|---|
| <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	Budgeting	Work with Superintendent and School Board to ensure recurring budget for professional development through the Model Schools Program, instructional technology product vendors, BOCES and third party providers.	Other (please identify in next column,	Lead Teacher	Sept. (09)	2018	15,000

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 3

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	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
			to the right)				
Action Step 2	Planning	Identify best practices for Google for Education Suite training for administrative and instructional staff to ensure seamless use of best practices in instructional technology, communication and administration of instructional and assessment systems.	Director of Technology	N/A	Aug. (08)	2018	0
Action Step 3	Professional Development	Provide best practices for Google for Education Suite training for administrative and instructional staff to ensure seamless use of best practices in instructional technology, communication and administration of instructional and assessment systems. By providing robust and on-going professional learning opportunities aligned with the goals and objectives of the 1:1 student technology program including both instructional and assistive technology.	Instructional/ PD Coach	N/A	Sept. (09)	2018	3,000
Action Step 4	Evaluation	Assess the professional development plan each year through surveys of teachers, staff and families, observation of in-classroom practice and interviews with administrators and service providers. Adjust plan to meet the needs of all constituents.	Other (please identify in next column,	Technology Committee	April (04)	2019	0

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III. Action Plan - Goal 3

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	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
			to the right)				

5. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #3 from your answer to Question 1, above.

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

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III. Action Plan - Goal 3

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

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2018-2021 Instructional Technology Plan - 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.**

Technology literacy is key to lifelong learning. Wainscott Common School District will focus on insuring students are appropriately technology literate for their grade level (K-3) through integration of technology and professional development, curriculum and supplementary learning opportunities. The district will ensure the use of the most innovative and effective research-based instructional practices are implemented as new and effective technology tools become available.

- 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.**

Wainscott Common School District is committed to making full use of all opportunities for accessing the curriculum, applying best practices for Universal Design for Learning, and ensure all settings including the classroom, pull-out interventions and home are equipped with and able to apply best practices for technology use with students with disabilities.

The District has employed a variety of instructional technology programs to provide individualized technology-based programs to differentiate instructional to support all learning styles including students with special needs. In addition, with the 1:1 program, students' individual computers are set to meet their needs, including apps that change the text to improve readability for students with dyslexia, limiting programs for students with Autism and Attention Deficit Disorder and text to speech and speech to text functions to ensure all student are able to access the same content and communicate their ideas as they learn how to read and write at grade level. Teachers will be able to use technology to scaffold assignments so students will be able to demonstrate their best work in ways that are motivating and appropriate to grade-level learning objectives.

By utilizing resources available at the Eastern Suffolk Boces, Wainscott Common School District will be able to better understand innovative emerging technologies and try those technologies to ensure success, before purchasing. With the help of the mentors at BOCES Model School program, teachers and support providers will have access to specialized knowledge by professionals trained in using emerging technology innovations for students with special needs.

- 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)

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IV. NYSED Initiatives Alignment

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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 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 type="checkbox"/> Helping students with disabilities to connect with the world |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the special education classroom | <input type="checkbox"/> Other (please identify in Question 4a, below) |

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

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

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

Yes

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

In the 5 most spoken languages in the district

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

(No Response)

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IV. NYSED Initiatives Alignment

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

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

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

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

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

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V. Administrative Management Plan

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Section V - Administrative Management Plan

1. Staff Plan

	Full-time Equivalent (FTE)
District Technology Leadership	0.10
Instructional support	0.10
Technical Support	0.10
Totals:	0.30

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	10,000	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
2	Instructional and Administrative Software	N/A	35,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional	N/A

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V. Administrative Management Plan

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	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"/> 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	
3	Internet Connectivity	N/A	5,600	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	Network and Infrastructure	N/A	15,000	One-Time	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next	N/A

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V. Administrative Management Plan

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	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."
					column, to the right) <input type="checkbox"/> N/A	
Totals:			65,600			

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.

<http://www.waincottschool.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.

Superintendent

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

Yes

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

Superintendent

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?

Once

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

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

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

Yes

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

Yes

10. Does the district have an Internet Safety Policy?

No. The district does not have such a policy.

11. Does the district have a Cyberbullying Policy?

No. The district does not have such a policy.

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

No. The district does not have a Parents' Bill of Rights for Data Privacy and Security.

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://www.waincottschool.org>

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

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

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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.	Deborah A Haab	Superintendent of Schools	dhaab@waincottschool.org	<input checked="" 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 checked="" 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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	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
Please complete all columns	Mark Carlson	Teacher	mcarlson@waincottschool.org	<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 checked="" 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

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VI - Sharing Innovative Educational Technology Programs

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	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				<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 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

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

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	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				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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	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

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