

**2022-2025 Instructional Technology Plan - 2021**

I. District LEA Information

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Page Last Modified: 01/15/2022

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

Angela Kiang

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 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email [edtech@nysed.gov](mailto:edtech@nysed.gov).

**2022-2025 Instructional Technology Plan - 2021**II. Strategic Technology Planning

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Page Last Modified: 06/21/2022

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

The Wainscott Common School District and its community are committed to the belief that all children have the right and should be provided the opportunity to achieve excellence in educational pursuits. The role of the District is to educate students in the values, critical skills, and essential knowledge necessary to be informed and responsible citizens, prepared to take the next steps in their education, careers, and lives in our diverse society.

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

The Wainscott Common School District is committed to providing a strong foundation in technology for lifelong learning and improved quality of life. We are committed to ensuring 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.

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. 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/Principal, Technology Consultant/Technology Teacher, and 3 classroom teachers. The technology planning process is an on-going process including 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 monthly meetings, we use tools provided by ISTE, 21st Century Skills framework and NextGen standards to discuss 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 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

**2022-2025 Instructional Technology Plan - 2021**

## II. Strategic Technology Planning

Page Last Modified: 06/21/2022

Common School District will also use its technology to expand our community outreach and parental involvement.

**4. How does the district's Instructional Technology Plan build upon, continue the work of, and improve upon the previous three-year plan?**

The technology committee spoke with all stakeholders (teachers, administrators, board members) to review educational goals of years prior to the pandemic and compared them to what we experienced in the past two school years. This technology plan addresses the additional questions:

- Are there additional professional development topics that need to be addressed?
- Are there new educational programs that we would like to use?
- Now that we are a 1:1 district, how do we integrate meaningful technology into classroom instruction?
- Was the technology we were using adequate for blended or virtual learning?
- How can we integrate a blended online and in person learning environment if necessary? How can we support our staff for online instruction?

We do not know how this planning process differs from the planning of the previous technology plan. Almost all members of the current planning committee were not employees of the Waincott School District when the previous three year plan was being developed.

**5. How does the district Instructional Technology Plan reflect experiences during the COVID pandemic?**

The Waincott Common School District had two changes to our school district during the COVID pandemic. We lost a key person in our district who handled much of the day to day business of the school district. Her passing just prior to the pandemic was difficult for the district. The employment shortage made it difficult to hire and train her replacement. Many of our files were on her computer and not clearly labeled. The pandemic showed us we need to have a more clearly labeled filing system that is shared between multiple personnel. We will be switching many of our files to a cloud based storage system.

The Waincott School also had an influx of students during the pandemic due to families moving to the area from New York City. This created a delay in the 1:1 Chromebook initiative. We have since had many of those students move out of the district, but we will look at the feasibility of a 1:1 device if we have an influx of students in a short period of time. We also realized that we did not have policies and procedures for distributing or maintaining these devices when we loan them to the families. The technology director will be creating these policies and procedures.

**6. Is your district currently fully 1:1?**

No

**6B. What are your plans to become a fully 1:1 District? (Covers all grades K-12 as applicable)**

The Waincott Common School District currently has one device per student for in school learning. The Technology Committee will be discussing the feasibility of becoming a 1:1 district where devices are allowed to be used at home as well as in school. If Waincott were to become a fully 1:1 district, where students would have a device at home and at school, we would begin with the older class, the 2nd and 3rd graders. The K/1st grade class may not become fully 1:1 because the teacher does not assign homework or projects online. Anything the kindergarten or 1st grade students do on their iPads is classwork. We have not become fully 1:1 for a few reasons. The main reason is that the number of students in our school has greatly fluctuated due to people moving from New York City and then back to New York City during the COVID pandemic. The school's population is starting to stabilize. We are able to predict our future class sizes more accurately and, therefore, will know how many and what kind of devices we may need to purchase.

**2022-2025 Instructional Technology Plan - 2021**

## II. Strategic Technology Planning

Page Last Modified: 06/21/2022

One potential roadblock to becoming a 1:1 device school is budget. There is currently a major housing development in the planning stage. Those children will go to Wainscott Common School. We do not know how many housing units will be built so we do not know the potential impact on the school yet. Our school district sends children in grades 4-12 to other local districts and pays tuition to the neighboring districts to educate Wainscott students. If there are a large number of housing units, then the tuition portion of the budget will significantly increase. We will not be able to spend as much of the budget on devices because we will have more tuition.

**6C. When will the District become fully 1:1?**

Unknown

**7. Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision as stated in response to question 2.**

Wainscott Common School District uses a multi-prong approach to support our community when choosing, using, assessing and benefiting from Instructional technology applications. 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 professional development, Model Schools program, local universities and instructional technology vendors.

Professional development topics include:

- How to use technology in the classroom to support thinking, organizing, collaborating, communicating with text and multimedia 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?

**2022-2025 Instructional Technology Plan - 2021**II. Strategic Technology Planning

---

Page Last Modified: 06/21/2022

- 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?

We will measure the effectiveness of this plan by evaluating the increased technology usage in the classrooms from one year to the next. We will survey the teachers about their technology usage and planned professional development courses at the beginning and end of each year. If the plan is successful, we would notice an increase in the usage of technology by the teachers as well as an increase of confidence using technology by the teachers and students. Our teachers teach the same students for up to two years so we can see an increase of confidence in the students as the teacher uses the techniques they learn over a two year span. This may be in the form of new apps for the students, an increase of student assignments turned in through Google classroom, or more diversification of instruction for the special education or ELL students. Our two classrooms are structured as a kindergarten and 1st grade classroom and a 2nd and 3rd grade classroom. We can monitor student progress through their time as a student at Wainscott school. As their comfort level increases, the amount of technology that may be used will also be increased. For example, a teacher who was not using Google before their professional development courses, then learns about Google suite and its applications and begins to use it. Students will use those applications throughout the school year and will be able to create shared assignments and projects. Students and teachers will have immediate feedback through shared documents which will create increased accountability for both students and teachers.

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2022-2025 Instructional Technology Plan - 2021

III. Goal Attainment

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Page Last Modified: 03/08/2022

Overview: In this new section, the District is asked to outline the extent to which they have achieved, at the local level, goals put forth in the 2010 Statewide Learning Technology Plan.

1. Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.

**The district has met this goal:**

Fully

2. Digital Use – The District's learners, teachers, and administrators are proficient in the use of technology for learning.

**The district has met this goal:**

Significantly

3. Digital Capacity and Access – The District's technology infrastructure supports learning and teaching in all of the District's environments.

**The district has met this goal:**

Fully

4. Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.

**The district has met this goal:**

Significantly

5. Accountability – District-level information is posted on the District website, is easy to access, and is easily understood. Information provided includes the results achieved by the District in their efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life.

**The district has met this goal:**

Significantly

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 06/03/2022

1. **Enter Goal 1 below:**

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.**

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

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

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> All students   | <input type="checkbox"/> Economically disadvantaged students   |
| <input type="checkbox"/> Early Learning (Pre-K -3)   | <input type="checkbox"/> Students between the ages of 18-21  |
| <input type="checkbox"/> Elementary/intermediate   | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs  |
| <input type="checkbox"/> Middle School   | <input type="checkbox"/> Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence |
| <input type="checkbox"/> High School   | <input type="checkbox"/> Students who do not have internet access at their place of residence  |
| <input type="checkbox"/> Students with Disabilities  | <input type="checkbox"/> Students in foster care   |
| <input type="checkbox"/> English Language Learners   | <input type="checkbox"/> Students in juvenile justice system settings  |
| <input type="checkbox"/> Students who are migratory or seasonal farmworkers, or children of such workers | <input type="checkbox"/> Vulnerable populations/vulnerable students  |
| <input type="checkbox"/> Students experiencing homelessness and/or housing insecurity                    | <input type="checkbox"/> Other (please identify in Question 3a, below)   |

4. **Additional Target Population(s). Check all that apply.**

- Teachers/Teacher Aides
- Administrators
- Parents/Guardians/Families/School Community
- Technology Integration Specialists
- Other

5. **How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.**

The Wainscott School District will continue to evaluate their network to determine if upgrades to the internal network is needed. We will also work with our contracted computer company to determine if our network is safe. They will run a diagnostic test at least once per year to determine the likelihood of a cybersecurity event. The technology director will collaborate with BOCES RIC to decrease any gaps that are found during the cataloging of our NIST cyber framework.

The family members will be surveyed each year to determine if they have adequate internet service at their home to use the devices that will be provided by the school to the students.

Teachers who have received professional training in remote learning will also be able to run class sessions remotely, if necessary.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 06/03/2022

Teachers will assign work for students to work independently of their teacher. Students will also be able to use the cloud based storage to collaboratively work on lessons and projects. All assignments that are given to students will be completed and submitted to their teachers.

6. List the action steps that correspond to Goal #1 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

|               | Action Step    | Action Step - Description   | Responsible Stakeholder: | 'Other' Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---------------|----------------|---|--------------------------|---------------------------------|--------------------------------|------------------|
| Action Step 1 | Research       | Design a safe and fast wireless network with cloud-based content storage and management for use by teachers, staff, and students.                           | Director of Technology   | NA                              | 02/28/2025                     | 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           | NA                              | 06/30/2025                     | 30000            |
| Action Step 3 | Planning       | 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           | NA                              | 03/01/2025                     | 0                |
| Action Step 4 | Implementation | Choose vendor and implement a post installation audit of the new fast and safer wireless network with cloud-based content storage and management.           | Director of Technology   | NA                              | 05/01/2025                     | 5000             |

7. 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.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 06/03/2022

|               | Action Step   | Action Step - Description | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---------------|---------------|---------------------------|--------------------------|---------------------------------|--------------------------------|------------------|
| Action Step 5 | (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)    |
| Action Step 7 | (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)    |

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**2022-2025 Instructional Technology Plan - 2021**

## IV. Action Plan - Goal 2

Page Last Modified: 05/13/2022

**1. Enter Goal 2 below:**

Develop and implement a strategic vision based on benchmarks from the 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.**

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"/> Economically disadvantaged students   |
| <input type="checkbox"/> Early Learning (Pre-K -3)   | <input type="checkbox"/> Students between the ages of 18-21  |
| <input type="checkbox"/> Elementary/intermediate   | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs  |
| <input type="checkbox"/> Middle School   | <input type="checkbox"/> Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence |
| <input type="checkbox"/> High School   | <input type="checkbox"/> Students who do not have internet access at their place of residence  |
| <input type="checkbox"/> Students with Disabilities  | <input type="checkbox"/> Students in foster care   |
| <input type="checkbox"/> English Language Learners   | <input type="checkbox"/> Students in juvenile justice system settings  |
| <input type="checkbox"/> Students who are migratory or seasonal farmworkers, or children of such workers | <input type="checkbox"/> Vulnerable populations/vulnerable students  |
| <input type="checkbox"/> Students experiencing homelessness and/or housing insecurity                    | <input type="checkbox"/> Other (please identify in Question 3a, below)   |

**4. Additional Target Population(s). Check all that apply.**

- Teachers/Teacher Aides
- Administrators
- Parents/Guardians/Families/School Community
- Technology Integration Specialists
- Other

**5. How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.**

Once this goal has been achieved, all Waincott students will be able to access the internet at both home and school for assignments. We will use a digital equity survey to assess the internet connectivity at our students' homes. The digital equity survey will be sent to every family each fall and included in new student registration packets. Teachers will create and use Google classroom to post assignments at least once per week and information about the classroom. Parents will be able to watch videos created to describe how to log on and to access their child's virtual classroom. We will take note of the number of times the videos are watched and any help requests from families about logging into the Google account. The parents and students will be able to communicate with the teachers

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 05/13/2022

through Google classroom. We will keep a log of requests from both parents and students that are directly through their Google account. Students will also be able to complete assignments or attend online or live streamed classes if online learning is necessary.

6. List the action steps that correspond to Goal #2 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

|               | Action Step      | Action Step - Description  | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---------------|------------------|--|--------------------------|---------------------------------|--------------------------------|------------------|
| Action Step 1 | Research         | Research and 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.   | Classroom Teacher        | Principal                       | 06/30/2023                     | 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 Business Manager to budget for staffing and annual recurring costs. | Director of Technology   | Superintendent                  | 03/01/2023                     | 0                |
| Action Step 3 | Policy/Protocols | Create student guidelines and policies for students, families and staff which include: Student loan program protocols<br>Family standards for use of district supported internet access<br>Goals for using technology  | Director of Technology   | na                              | 08/31/2023                     | 0                |
| Action Step 4 | Purchasing       | Purchase chromebooks and syncing device for K-1 (replace ipads with chromebooks) then 2-   | Superintendent           | na                              | 06/30/2024                     | 20000            |

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 05/13/2022

|  | Action Step | Action Step - Description | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|--|-------------|---------------------------|--------------------------|---------------------------------|--------------------------------|------------------|
|  |             | 3 (replace current)       |                          |                                 |                                |                  |

7. 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      | Action Step - Description  | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---------------|------------------|--|--------------------------|---------------------------------|--------------------------------|------------------|
| Action Step 5 | Policy/Protocols | Create protocols for regular distributing and maintaining chromebooks                            | Director of Technology   | NA                              | 05/01/2024                     | 0                |
| Action Step 6 | Implementation   | Establish protocols for distributing, maintaining, supporting families and repair of chromebooks | Director of Technology   | NA                              | 03/01/2024                     | 0                |
| Action Step 7 | Communications   | Communicate procedures and protocols regarding 1:1 technology to student, families and staff.    | Classroom Teacher        | NA                              | 08/01/2024                     | 0                |
| Action Step 8 | (No Response)    | (No Response)  | (No Response)            | (No Response)                   | (No Response)                  | (No Response)    |

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 06/21/2022

1. **Enter Goal 3 below:**

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.**

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

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

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> All students   | <input type="checkbox"/> Economically disadvantaged students   |
| <input type="checkbox"/> Early Learning (Pre-K -3)   | <input type="checkbox"/> Students between the ages of 18-21  |
| <input type="checkbox"/> Elementary/intermediate   | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs  |
| <input type="checkbox"/> Middle School   | <input type="checkbox"/> Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence |
| <input type="checkbox"/> High School   | <input type="checkbox"/> Students who do not have internet access at their place of residence  |
| <input type="checkbox"/> Students with Disabilities  | <input type="checkbox"/> Students in foster care   |
| <input type="checkbox"/> English Language Learners   | <input type="checkbox"/> Students in juvenile justice system settings  |
| <input type="checkbox"/> Students who are migratory or seasonal farmworkers, or children of such workers | <input type="checkbox"/> Vulnerable populations/vulnerable students  |
| <input type="checkbox"/> Students experiencing homelessness and/or housing insecurity                    | <input type="checkbox"/> Other (please identify in Question 3a, below)   |

4. **Additional Target Population(s). Check all that apply.**

- Teachers/Teacher Aides
- Administrators
- Parents/Guardians/Families/School Community
- Technology Integration Specialists
- Other

5. **How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.**

The Wainscott Common School is in a unique situation due to its small student population (24 students for the 2020/2021 school year and 31 projected for the 2021/2022 school year), having a staff of 3 teachers, and only teaching kindergarten through grade 3. Administrators, Teachers and Staff are able to have both formal and informal meetings between the teachers, the director of technology, and the principal/Superintendent on a weekly and, sometimes, daily basis. Based on these conversations, we are able to assess their varying and changing needs and can provide professional development accordingly. Teachers will have individual needs based on the

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 06/21/2022

class they teach (kindergarten & 1st grade, 2nd and 3rd grade, or ELL). Teachers will be observed, both formally and informally, using the techniques they learned. The professional development needs will be reassessed throughout the year and additional professional development will be provided, if needed. Once this goal is accomplished, all the teachers will be using these techniques they learn in their classrooms. For example, a teacher who attends a professional development workshop for Google skills would begin using Google classroom to post assignments and/or homework at least once per week. Students will complete all assignments given to them and turn those assignments in to the teachers by their due date. Students may complete shared assignments through a shared drive or take a test through Google forms.

6. List the action steps that correspond to Goal #3 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

|               | Action Step              | Action Step - Description  | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date 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.  | Superintendent           | NA                              | 09/01/2024                     | 10000            |
| 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. | Building Principal       | NA                              | 09/30/2023                     | na               |
| Action Step 3 | Professional Development | Provide best practices and training for administrative and instructional staff to ensure seamless use of best practices in   | Director of Technology   | NA                              | 09/30/2023                     | 3000             |

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 06/21/2022

|               | Action Step | Action Step - Description   | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---------------|-------------|---|--------------------------|---------------------------------|--------------------------------|------------------|
|               |             | instructional technology, communication and administration of instructional and assessment systems.   |                          |                                 |                                |                  |
| 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. | Building Principal       | Lead Teacher                    | 06/28/2025                     | NA               |

7. 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   | Action Step - Description | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---------------|---------------|---------------------------|--------------------------|---------------------------------|--------------------------------|------------------|
| Action Step 5 | (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)    |
| Action Step 7 | (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)    |

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 06/21/2022

|  | Action Step | Action Step - Description | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|--|-------------|---------------------------|--------------------------|---------------------------------|--------------------------------|------------------|
|  |             |                           |                          |                                 | nse)                           |                  |

8. **Would you like to list a fourth goal?**

No

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email [edtech@nysed.gov](mailto:edtech@nysed.gov).

**2022-2025 Instructional Technology Plan - 2021**

## V. NYSED Initiatives Alignment

Page Last Modified: 06/03/2022

**1. Explain how the district use of instructional technology will serve as a part of a 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 ensuring students are appropriately technology literate for their grade level (K-3) through integration of technology in professional development, curriculum and supplementary learning opportunities. The district will ensure that the most innovative and effective research-based instructional practices are implemented as new and effective technology tools become available. To support comprehensive and rigorous standards attainment and performance improvement, the Wainscott School will use instructional technology in the following way:

- Provide effective online teacher and student resources that provide supplemental teaching and learning tools that support classroom learning. This could be in the form of video, web pages or online reference materials.
- Teachers use all of the available forms of technology to create well-researched, well-designed, standards focused, and engaging lessons for their students. Teachers use document cameras, Interactive Smart Boards and digital projectors to present resources and lessons to students.
- Information literacy is supported by the teachers using computers for research, showing instructional materials and communication with peers and parents via email.
- Technology resources will be used to improve two-way communication between home and school.
- All administrators and teachers will access and use student information for data-driven decision-making to improve student academic achievement.
- Students will use technology to demonstrate their understanding of concepts through various means such as, but not limited to presentations, project based learning, and individual learning styles.

**2. Explain the strategies the district plans to implement to address the need to provide equitable learning “everywhere, all the time” (National Technology Plan). Include both short and long-term solutions, such as device access, internet access, human capacity, infrastructure, partnerships, etc.**

The Wainscott Common School District prides itself on its individualized learning style. The district plans on continuing this educational philosophy.

Personalized learning refers to instruction in which the pace of learning and the instructional approach are optimized for the needs of each learner. Learning objectives, instructional approaches, and instructional content (and its sequencing) all may vary based on learner needs. In addition, learning activities are meaningful and relevant to learners, driven by their interests, and often self-initiated. The building design, 2 classrooms with the option of opening the wall to create one giant classroom, offers collaborative learning opportunities between the different grade levels. The teachers are able to differentiate learning to each individual student based on their academic needs. Daily collaboration between our teachers ensures the students are getting a balanced yet individualized educational experience. The school currently partners with many local community groups to give the students a well rounded and uniquely individualized education. It plans to expand these partnerships using the technology currently available. We are able to offer many programs and technological enhancements due to our small size (currently 24 students in kindergarten - 3rd grade)

Currently, all students have access to a device, either iPad or Chromebook, for use in the school building. We are trying to expand the 1:1 in school usage program to a fully 1:1 program that will include devices either left at the student's homes or be brought back and forth to school. Ultimately, we would like one device in school and one device at home. In order to accomplish this task, we must ensure that all students have access to the internet. We ask this question on our technology survey that is sent home in both English and Spanish which are the two languages that are spoken by the families in our district. If a family indicates they do not have access to a device or internet, the school is prepared to loan a device to the family for the school year. We loan iPads to our kindergarten and 1st

**2022-2025 Instructional Technology Plan - 2021**

## V. NYSED Initiatives Alignment

Page Last Modified: 06/03/2022

grade families and a chromebook to our 2nd and 3rd grade families because those are the devices they use in school and the children are most comfortable using. We will also provide a hotspot for any families that indicate they do not have internet at home. All of the families have indicated they have both a device and internet for the 2021-2022 school year so none have been needed to be loaned.

- 3. 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 education curriculum. Describe how instruction using technology is differentiated to support the individual learning needs of students with disabilities.**

Waincott 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 ensuring 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 support for 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.

- 4. How does the district utilize technology to address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through a 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 4a, below)

- 5. 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 student language and content learning through the use of technology. Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

Technology to support writers in the elementary classroom

Using technology as a way for students with disabilities to demonstrate their knowledge and

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 06/03/2022

|   |   |
|---|---|
| <input type="checkbox"/> Technology to support writers in the secondary classroom   | skills  |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital world   | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology  |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology                                 | <input checked="" type="checkbox"/> Electronic communication and collaboration                      |
| <input checked="" type="checkbox"/> Reading strategies through technology for students with disabilities                        | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility       |
| <input checked="" type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the special education classroom            | <input type="checkbox"/> Helping students with disabilities to connect with the world               |
|   | <input type="checkbox"/> Other (please identify in Question 5a, below)                              |

6. **How does the district utilize technology to address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- 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 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 6a, below)

7. The district's Instructional Technology Plan addresses the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments in multiple languages.

Yes

7B. **If Yes, check one below:**

In the 5 languages most commonly spoken in the district

7C. **If 'Other' was selected in 7a, above, please explain here.**

(No Response)

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 06/03/2022

8. Please select the professional development that will be offered to teachers of English Language Learners that will enable them to differentiate learning and to increase their student language development and content learning with the use of technology. Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

|   |   |
|---|---|
| <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 world                     | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility       |
| <input checked="" type="checkbox"/> Writing and technology workshop for teachers                            | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology             | <input type="checkbox"/> Web authoring tools  |
| <input 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 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 8a, below)                              |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the language classroom |   |

9. How does the district utilize technology to address the needs of students experiencing homelessness and/or housing insecurity to ensure equitable access to instruction and learning? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

|   |  |   |
|---|--|---|
| <input checked="" type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website.                                       | <input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district.                             | <input checked="" type="checkbox"/> Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work. |
| <input checked="" type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone. | <input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed.  | <input checked="" type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./  |
| <input checked="" type="checkbox"/> Offer/phone/enrollment as an alternative to/in-   | <input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity. | <input type="checkbox"/> Provide online mentoring programs.   |
|   | <input checked="" type="checkbox"/> Create individualized plans  | <input type="checkbox"/> Create in-person and web-  |

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 06/03/2022

|  |  |  |
|--|--|--|
| <p>person/enrollment.</p> <p><input type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity</p> <p><input checked="" type="checkbox"/> Create a survey to obtain information/about students' living situations,/contact information,/access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs.</p> <p><input type="checkbox"/> Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions.</p> <p><input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.</p> <p><input checked="" type="checkbox"/></p> <p>Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.</p> | <p>for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity.</p> <p><input type="checkbox"/> Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website.</p> <p><input type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for</p> <p><input type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)/.</p> <p><input type="checkbox"/> 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.</p> | <p>based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.</p> <p><input type="checkbox"/> Offer a technology/support hotline during flexible hours.</p> <p><input type="checkbox"/> Make sure technology/support is offered in multiple languages.</p> <p><input type="checkbox"/> Other (Please identify in Question 9a, below)</p> |
|--|--|--|

10. How does the district use instructional technology to facilitate culturally responsive instruction and learning environments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

a) The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally

**2022-2025 Instructional Technology Plan - 2021**V. NYSED Initiatives Alignment

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Page Last Modified: 06/03/2022

responsive learning environment to enhance student learning.

- b) The district uses instructional technology to facilitate classroom projects that involve the community.
- c) 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.
- d) The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- e) 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.
- f) The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- g) Other (please identify in Question 10a, below)

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2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 06/03/2022

1. Staff Plan

Provide the Full-Time Equivalent (FTE) count, as of plan submission date, of all staff whose primary responsibility is delivering technology integration training and support and/or technical support.

|                                | Full-time Equivalent (FTE) |
|--------------------------------|----------------------------|
| District Technology Leadership | 0.10                       |
| Instructional Support          | 0.10                       |
| Technical Support              | 0.15                       |
| <b>Totals:</b>                 | <b>0.35</b>                |

2. Investment Plan

Provide a three-year investment plan to support the vision and goals. All costs must be calculated for the entire three year-period, not annualized. For example, if a cost occurs annually, the estimated cost should include the annual cost times three.

Provide a three-year investment plan to support the vision in Section II and goals in Section IV.

A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question.

All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.

|   | Anticipated Item or Service               | "Other" Anticipated Item or Service | Estimated Cost | Is Cost One-time, Annual, or Both? | Potential Funding Source  | "Other" Funding Source |
|---|---|-------------------------------------|----------------|------------------------------------|---|------------------------|
| 1 | Instructional and Administrative Software | na                                  | 25,000         | Annual                             | <input checked="" type="checkbox"/> BOCES Co-Ser purchase<br><input checked="" type="checkbox"/> District Operating Budget<br><input type="checkbox"/> District Public Bond<br><input type="checkbox"/> E-Rate<br><input type="checkbox"/> Grants<br><input type="checkbox"/> Instructional Materials Aid<br><input type="checkbox"/> Instructional Resources Aid<br><input type="checkbox"/> Smart Schools Bond Act<br><input type="checkbox"/> Other (please identify in next column, | na                     |

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 06/03/2022

|   | Anticipated Item or Service | "Other" Anticipated Item or Service | Estimated Cost | Is Cost One-time, Annual, or Both? | Potential Funding Source   | "Other" Funding Source |
|---|-----------------------------|-------------------------------------|----------------|------------------------------------|--|------------------------|
|   |                             |                                     |                |                                    | to the right)<br><input type="checkbox"/> N/A  |                        |
| 2 | Network and Infrastructure  | na                                  | 15,000         | Annual                             | <input type="checkbox"/> BOCES Co-Ser purchase<br><input checked="" type="checkbox"/> District Operating Budget<br><input type="checkbox"/> District Public Bond<br><input type="checkbox"/> E-Rate<br><input type="checkbox"/> Grants<br><input type="checkbox"/> Instructional Materials Aid<br><input type="checkbox"/> Instructional Resources Aid<br><input type="checkbox"/> Smart Schools Bond Act<br><input type="checkbox"/> Other (please identify in next column, to the right)<br><input type="checkbox"/> N/A | na                     |
| 3 | End User Computing Devices  | NA                                  | 10,000         | Annual                             | <input type="checkbox"/> BOCES Co-Ser purchase<br><input checked="" type="checkbox"/> District Operating Budget<br><input type="checkbox"/> District Public Bond<br><input type="checkbox"/> E-Rate<br><input type="checkbox"/> Grants<br><input type="checkbox"/> Instructional Materials Aid<br><input type="checkbox"/> Instructional   | NA                     |

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 06/03/2022

|                | Anticipated Item or Service | "Other" Anticipated Item or Service | Estimated Cost | Is Cost One-time, Annual, or Both? | Potential Funding Source  | "Other" Funding Source |
|----------------|-----------------------------|-------------------------------------|----------------|------------------------------------|---|------------------------|
|                |                             |                                     |                |                                    | Resources Aid<br><input type="checkbox"/> Smart Schools Bond Act<br><input type="checkbox"/> Other (please identify in next column, to the right)<br><input type="checkbox"/> N/A   |                        |
| 4              | Professional Development    | na                                  | 10,000         | Annual                             | <input checked="" type="checkbox"/> BOCES Co-Ser purchase<br><input checked="" type="checkbox"/> District Operating Budget<br><input type="checkbox"/> District Public Bond<br><input type="checkbox"/> E-Rate<br><input type="checkbox"/> Grants<br><input type="checkbox"/> Instructional Materials Aid<br><input type="checkbox"/> Instructional Resources Aid<br><input type="checkbox"/> Smart Schools Bond Act<br><input type="checkbox"/> Other (please identify in next column, to the right)<br><input type="checkbox"/> N/A | na                     |
| <b>Totals:</b> |                             |                                     | <b>60,000</b>  |                                    |   |                        |

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. Districts are required to post either the responses to this survey or a more comprehensive technology plan that

**2022-2025 Instructional Technology Plan - 2021**

VI. Administrative Management Plan

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Page Last Modified: 06/03/2022

**includes all of the elements in this survey. Please provide the URL here. The URL must link to a public website where the survey or plan can be easily accessed by the community.**

<https://waincottschool.org/about-the-school/plans/>

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email [edtech@nysed.gov](mailto:edtech@nysed.gov).

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 03/11/2022

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 topic that is not on the list.

|  |   |   |
|--|---|---|
| <input type="checkbox"/> 1:1 Device Program                                | <input type="checkbox"/> Engaging School Community through Technology | <input type="checkbox"/> Policy, Planning, and Leadership                 |
| <input checked="" type="checkbox"/> Active Learning Spaces/Makerspaces     | <input type="checkbox"/> English Language Learner                     | <input type="checkbox"/> Professional Development / Professional Learning |
| <input type="checkbox"/> Blended and/or Flipped Classrooms                 | <input type="checkbox"/> Instruction and Learning with Technology     | <input type="checkbox"/> Special Education                                |
| <input type="checkbox"/> Culturally Responsive Instruction with Technology | <input type="checkbox"/> Infrastructure                               | <input type="checkbox"/> Instruction and Learning with Technology         |
| <input type="checkbox"/> Data Privacy and Security                         | <input type="checkbox"/> OER and Digital Content                      | <input type="checkbox"/> Technology Support                               |
| <input type="checkbox"/> Digital Equity Initiatives                        | <input type="checkbox"/> Online Learning                              | <input type="checkbox"/> Other Topic A                                    |
| <input type="checkbox"/> Digital Fluency Standards                         | <input checked="" type="checkbox"/> Personalized Learning             | <input type="checkbox"/> Other Topic B                                    |
|  |   | <input type="checkbox"/> Other Topic C                                    |

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   | Email Address               | Innovative Programs  |
|-----------------------------|------------------------|---------|-----------------------------|--|
| Please complete all columns | Mark Carlson           | Teacher | mcarlson@waincottschool.org | <input type="checkbox"/> 1:1 Device Program<br><input checked="" type="checkbox"/> Active Learning Spaces/Makerspaces<br><input type="checkbox"/> Blended and/or Flipped Classrooms<br><input type="checkbox"/> Culturally Responsive Instruction with Technology<br><input type="checkbox"/> Data Privacy and Security<br><input type="checkbox"/> Digital Equity Initiatives<br><input type="checkbox"/> Digital Fluency Standards<br><input type="checkbox"/> Engaging School Community through Technology<br><input type="checkbox"/> English Language Learner<br><input type="checkbox"/> Instruction and |

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 03/11/2022

|  | Name of Contact Person | Title | Email Address | Innovative Programs  |
|--|------------------------|-------|---------------|--|
|  |                        |       |               | Learning with Technology<br><input type="checkbox"/> Infrastructure<br><input type="checkbox"/> OER and Digital Content<br><input type="checkbox"/> Online Learning<br><input checked="" type="checkbox"/> Personalized Learning<br><input type="checkbox"/> Policy, Planning, and Leadership<br><input type="checkbox"/> Professional Development / Professional Learning<br><input type="checkbox"/> Special Education Instruction and Learning with Technology<br><input type="checkbox"/> Technology Support<br><input type="checkbox"/> Other Topic A<br><input type="checkbox"/> Other Topic B<br><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 to obtain more information about the innovative program(s) at your district.

|                             | Name of Contact Person | Title         | Email Address | Innovative Programs  |
|-----------------------------|------------------------|---------------|---------------|--|
| Please complete all columns | (No Response)          | (No Response) | (No Response) | <input type="checkbox"/> 1:1 Device Program<br><input type="checkbox"/> Active Learning Spaces/Makerspaces<br><input type="checkbox"/> Blended and/or Flipped Classrooms<br><input type="checkbox"/> Culturally Responsive Instruction with Technology |

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 03/11/2022

|                             | Name of Contact Person | Title         | Email Address | Innovative Programs   |
|-----------------------------|------------------------|---------------|---------------|---|
|                             |                        |               |               | <input type="checkbox"/> Data Privacy and Security<br><input type="checkbox"/> Digital Equity Initiatives<br><input type="checkbox"/> Digital Fluency Standards<br><input type="checkbox"/> Engaging School Community through Technology<br><input type="checkbox"/> English Language Learner<br><input type="checkbox"/> Instruction and Learning with Technology<br><input type="checkbox"/> Infrastructure<br><input type="checkbox"/> OER and Digital Content<br><input type="checkbox"/> Online Learning<br><input type="checkbox"/> Personalized Learning<br><input type="checkbox"/> Policy, Planning, and Leadership<br><input type="checkbox"/> Professional Development / Professional Learning<br><input type="checkbox"/> Special Education Instruction and Learning with Technology<br><input type="checkbox"/> Technology Support<br><input type="checkbox"/> Other Topic A<br><input type="checkbox"/> Other Topic B<br><input type="checkbox"/> Other Topic C |
| Please complete all columns | (No Response)          | (No Response) | (No Response) | <input type="checkbox"/> 1:1 Device Program<br><input type="checkbox"/> Active Learning   |

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

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Page Last Modified: 03/11/2022

|  | Name of Contact Person | Title | Email Address | Innovative Programs   |
|--|------------------------|-------|---------------|---|
|  |                        |       |               | Spaces/Makerspaces<br><input type="checkbox"/> Blended and/or Flipped Classrooms<br><input type="checkbox"/> Culturally Responsive Instruction with Technology<br><input type="checkbox"/> Data Privacy and Security<br><input type="checkbox"/> Digital Equity Initiatives<br><input type="checkbox"/> Digital Fluency Standards<br><input type="checkbox"/> Engaging School Community through Technology<br><input type="checkbox"/> English Language Learner<br><input type="checkbox"/> Instruction and Learning with Technology<br><input type="checkbox"/> Infrastructure<br><input type="checkbox"/> OER and Digital Content<br><input type="checkbox"/> Online Learning<br><input type="checkbox"/> Personalized Learning<br><input type="checkbox"/> Policy, Planning, and Leadership<br><input type="checkbox"/> Professional Development / Professional Learning<br><input type="checkbox"/> Special Education Instruction and Learning with Technology<br><input type="checkbox"/> Technology |

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 03/11/2022

|                             | Name of Contact Person | Title         | Email Address | Innovative Programs   |
|-----------------------------|------------------------|---------------|---------------|---|
|                             |                        |               |               | Support<br><input type="checkbox"/> Other Topic A<br><input type="checkbox"/> Other Topic B<br><input type="checkbox"/> Other Topic C   |
| Please complete all columns | (No Response)          | (No Response) | (No Response) | <input type="checkbox"/> 1:1 Device Program<br><input type="checkbox"/> Active Learning Spaces/Makerspaces<br><input type="checkbox"/> Blended and/or Flipped Classrooms<br><input type="checkbox"/> Culturally Responsive Instruction with Technology<br><input type="checkbox"/> Data Privacy and Security<br><input type="checkbox"/> Digital Equity Initiatives<br><input type="checkbox"/> Digital Fluency Standards<br><input type="checkbox"/> Engaging School Community through Technology<br><input type="checkbox"/> English Language Learner<br><input type="checkbox"/> Instruction and Learning with Technology<br><input type="checkbox"/> Infrastructure<br><input type="checkbox"/> OER and Digital Content<br><input type="checkbox"/> Online Learning<br><input type="checkbox"/> Personalized Learning<br><input type="checkbox"/> Policy, Planning, and Leadership<br><input type="checkbox"/> Professional Development / |

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

---

Page Last Modified: 03/11/2022

|  | Name of Contact Person | Title | Email Address | Innovative Programs   |
|--|------------------------|-------|---------------|---|
|  |                        |       |               | Professional Learning<br><input type="checkbox"/> Special Education Instruction and Learning with Technology<br><input type="checkbox"/> Technology Support<br><input type="checkbox"/> Other Topic A<br><input type="checkbox"/> Other Topic B<br><input type="checkbox"/> Other Topic C |

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email [edtech@nysed.gov](mailto:edtech@nysed.gov).