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

I. District LEA Information

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

    Lauren H Crisman

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

    Other

    2a.  **If 'Other' was selected in Question 2 above, please identify the title.**

    Elementary Principal

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

   The FPCSD will provide each student with the opportunity to develop intellectually, socially, emotionally, and physically in a safe, orderly and positive environment.

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

   Fort Plain Central School District will prepare all students to be successful in future learning opportunities and in career applications. Every student will know how to live productively and safely in a technology-dominated world. This includes understanding the essential features of digital technologies, why and how they work, and how to communicate and create using those technologies.
   Upon graduation the students of Fort Plain Central School District will:
   Use appropriate online etiquette to engage safely and responsibly with the digital global community.
   Use instructional technology resources to enhance learning, communication, and collaboration.
   Show mastery with NYS Computer Science and Digital Fluency Learning Standards.

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 District convened an Instructional Technology Planning Committee to oversee the development of the 2022-2025 Instructional Technology Plan. The committee includes the Instructional Technology Teachers from the Elementary and Jr./Sr. High School, the Director of Finance, the Principals, the Superintendent, the Network Technician and several teacher representatives.
   Meetings were held on Thursdays from 2:15-3:45 weekly January- March.
   The Board of Education members were able to review the planning process with the Superintendent throughout the winter months during the regular montly Board meetings.
   Tch tacching faculty at Harry Hoag adn the Jr./Sr. High School reviewed and commented on the draft during the March Faculty Meetings.

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

   Goals from 2018-2021 plan were:
   • All Grade 5-12 faculty will become effective users of Google Tools by 12/1/18.
   • Digital citizenship and safety guidelines for district students will be developed and implemented during the 2018-19 school year.
   • Increase the capacity of faculty to utilize Smart Boards and Smart software to plan and implement effective instruction.
   The planning process differed from the 2018-21 process because several new stakeholders were involved. More consideration of student needs and access to technology was used to develop this year's plan.
   Since 2018, the District has added two Instructional Technology teachers for the sole purpose of implementing instructional technology programming in Grades 2-12. The addition of those positions led to increased opportunities for FPCSD teacher leadership to be trained as experts in Google Tools and Smart products thus creating internal candidates who were qualified to provide training to peers.
   The 2022-25 ITP will address the previous plan's goals by focusing on how the the professional acquisition of instructional technology skills has impacted instructional planning. The new plan will transition from a focus on professional development with the use of instructional technology tools to goals that are more centered on student usership.

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

   The 2022-2025 ITP plan addresses the the Covid-19 pandemic in the following ways:
   1. Goal 1 includes the development of a device management plan to allow FPCSD to effectively implement a 1:1 inititative and to sustain it.
   2. Goal 2 focuses on curriculum development to ensure that all students are receiving instruction aligned with the NYS Computer Science and Digitial Fluency Standards.
   3. Goal 3 focuses on enhancing teachers' professional use of instructional technology.

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

   Yes

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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 as stated in response to question 2.**

The Instructional Technology Plan aligns with the District's mission to prepare all students to be successful in future learning opportunities and in career applications because it supports the development of a device management plan.

FPCSD teachers in Grades K-12 will implement the SAMR model for technology integration (Substitution, Augmentation, Modification, and Redefinition). The Instructional Technology Plan includes surveying teachers to gather information related to our current usage. Using that information, we plan to develop a professional development calendar to introduce each team to various types on integrated technology and identify specific student outcomes associated with each type (i.e. develop related projects that will represent the assessment of learning).

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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:

   Significantly

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:

   Fully

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:

   Moderately

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1. **Enter Goal 1 below:**

FPCSD will create a student device management plan (to include an inventory of, and replacement cycle for, student devices) in order to implement an effective 1:1 student device initiative for all students K-12 by October 30, 2022.
In addition, FPCSD will determine by grade level, the various software applications that need to be ready for use on each device in order to ensure that any new student can seamlessly join the District ready to use technology based learning tools at the time of their start date.

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.**

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

A device inventory document will be created and completed by the Instructional Technology Teachers.
The inventory will be maintained throughout the year as part of our registration process. When a new registration is completed, the process will now include the distribution of a device to the new enterer. The inventory document will be updated at the time of the device distribution by the Registrar.
The inventory will include the following information.

| Student Id | Last Name | First Name | Grade | Chromebook Tag # | Serial # | Recieved Signed User Agreement | Date of Distribution | Date of expected replacement | Anticipated cost of replacement | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |

We will know if the goal has been accomplished because there will be a completed row in the inventory document for every student enrolled in the school district by October 31, 2022.

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.**

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| | Action Step | Action Step - Description | Responsible Stakeholder: | Other' Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---|---|---|---|---|---|---|
| Action Step 1 | Policy/Protocols | Create the student device inventory and scan all current distributions. Moving forward, update the inventory as new registrations are processed. | Teacher on Special Assignment | N/A | 10/01/2022 | 0 |
| Action Step 2 | Budgeting | Purchase new student devices cyclically according to the replacement cycle column in the newly created student device inventory document. | Business Official | Superintendent | 10/02/2022 | 0 |
| Action Step 3 | Policy/Protocols | Update the new student registration process to include tech distribution and software user access information. | Other (please identify in Column 5) | District Registrar | 09/01/2022 | 0 |
| Action Step 4 | Planning | By grade level, create a list of software applications that a new enterer will need to have access to in order to ensure that he/she has a seamless transition into the District. | Teacher on Special Assignment | N/A | 12/31/2022 | 0 |

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.

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

IV. Action Plan - Goal 1

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|  | Action Step | Action Step - Description | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---|---|---|---|---|---|---|
|  | Response) |  | Response) |  | 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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1. **Enter Goal 2 below:**

   By September of 2024, FPCSD will develop a local Instructional Technology Curriculum for Grades K-12 in order to ensure 100% implementation of the NYS Computer Science and Digital Fluency Standards.

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.**

   - ☑ All students
   - ☐ Early Learning (Pre-K -3)
   - ☐ Elementary/intermediate
   - ☐ Middle School
   - ☐ High School
   - ☐ Students with Disabilities
   - ☐ English Language Learners
   - ☐ Students who are migratory or seasonal farmworkers, or children of such workers
   - ☐ Students experiencing homelessness and/or housing insecurity

   - ☐ Economically disadvantaged students
   - ☐ Students between the ages of 18-21
   - ☐ Students who are targeted for dropout prevention or credit recovery programs
   - ☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
   - ☐ Students who do not have internet access at their place of residence
   - ☐ Students in foster care
   - ☐ Students in juvenile justice system settings
   - ☐ Vulnerable populations/vulnerable students
   - ☐ 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

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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.**

Upon completion of the goal, the District will have an Instructional Technology Curriculum to be used to guide instruction in all Instructional Technology courses and/or throughout general education settings through tech integration.

The curriculum will identify specific instructional outcomes associated with each prioritized standard in the NYS Computer Science and Digital Fluency Standards

Locally Devleloped Curriculum Template:

**Prioritized Standard**

**Learning Target Statement**

Teaching Point Emphasis -
What does a teacher need to do with specificity to help students achieve the objective?

Vocabulary:

**Students Will Be Able To**

Teacher will:

**I Can Statement**

Ways to Assess
What is considered mastery?
How is it measured?
What is the expected outcome?

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 | Planning | Create a scope and sequence plan for the Curriculum Writing Project. The plan will articulate time bound checkpoints associated with progress. Ex. By December 31, 2022, the team will have prioritized the standards in Grade K-5. Etc. | Superintendent | Instructional Technology Teachers | 11/01/2022 | 0 |
| Action Step 2 | Research | Find professional | Superintend | Instructional | 08/31/2 | 5000 |

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|  | Action Step | Action Step - Description | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---|---|---|---|---|---|---|
|  |  | development for Instructional Technology Teachers to enhance their depth of knowledge with the NYS Computer Science and Digital Fluency Standards. | ent | Technology Teachers | 024 |  |
| Action Step 3 | Collaboration | Create a curriculum writing team. | Instructional /PD Coach | Instructional Technology Teachers | 12/31/2022 | 0 |
| Action Step 4 | Communications | Share the completed curriculum document with stakeholders and plan for implementation. | Building Principal | Instructional Technology Teachers | 09/01/2025 | 0 |

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 | (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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IV. Action Plan - Goal 3

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1. **Enter Goal 3 below:**

By September of 2025, FPCSD will provide all with professional development on the SAMR model (Substitution, Augmentation, Modification, and Redefinition) to support the implementation of a locally developed Instructional Technology Curriculum.

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.**

☑ All students
☐ Early Learning (Pre-K -3)
☐ Elementary/intermediate
☐ Middle School
☐ High School
☐ Students with Disabilities
☐ English Language Learners
☐ Students who are migratory or seasonal farmworkers, or children of such workers
☐ Students experiencing homelessness and/or housing insecurity

☐ Economically disadvantaged students
☐ Students between the ages of 18-21
☐ Students who are targeted for dropout prevention or credit recovery programs
☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
☐ Students who do not have internet access at their place of residence
☐ Students in foster care
☐ Students in juvenile justice system settings
☐ Vulnerable populations/vulnerable students
☐ 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 teachers will complete a survey to assist leaders in guaging what the professional development needs are. Using the data gathered from the survey, the leadership team will develop a professional development plan for the three time period. The professional development plan will strategically align the curriculum implementation needs to the goals associated with the use of integrated technology at each grade level.
At the culmination of the three cycle, the District will have a locally developmed curriculum that articulates when different types of tech integration will occur and who is responsible for ensuring the implemetation of those experiences.

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 | Research | Survey the teachers to gain present levels of | Teacher on Special | Instructional Technology Teachers | 12/31/2022 | 0 |

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IV. Action Plan - Goal 3

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|  | Action Step | Action Step - Description | Responsible Stakeholder | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---|---|---|---|---|---|---|
|  |  | performance associated with the SAMR Model. | Assignment |  |  |  |
| Action Step 2 | Planning | Develop a professional learning plan to support the implementation of the SAMR Model. | Superintendent | Instructional Technology Teachers and Teacher Leaders | 01/31/2023 | 0 |
| Action Step 3 | Communications | Share the professional development plan with stakeholders. | Superintendent | Building and Teacher Leaders | 02/01/2023 | 0 |
| Action Step 4 | Professional Development | Provide all teachers with professional learning based on the plan. | Superintendent | Teacher Leaders | 07/01/2025 | 30000 |

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) |

8. Would you like to list a fourth goal?

   No

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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 is integrated into teaching and learning throughout the District in many ways. All teachers in the Elementary School use an Interactive Smartboard that includes the Smart Notebook software. Along with the Smartboards, each teacher is provided with a laptop where they can access videos, apps, websites, games, etc to present lessons and information to their students.

   Teachers use technology to facilitate their practice. Teachers are able to use their own devices to research content and curriculum ideas, communicate with their peers and students using the District's network. Many lessons or ideas can be shared and presented by using our various forms of tech. Technology also makes it easy and convenient to talk with parents. Lesson plans, grades, and documentation can be stored on all devices and within an individual's Google account.

   Students in our District are now 1:1 with devices. Students can demonstrate their understanding of concepts and skills through their digital work. More specifically, students in Grades 2-12 attend Instructional Technology courses to receive a multitude of lessons that strenghten their technology usage.

   Technology provides multiple pathways to access and participate in learning by using their personal devices and/or the teacher's interactive-digital lessons. Students can submit assignments directly in Google Classroom, Wixie, SeeSaw, etc. Educational websites are easily accessed and progress can be monitored in most.

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 District provides Chromebooks to all students for in school and at home learning with a yearly maintenance schedule.

   The Chromebooks are replaced every 3 years or after failure, whichever may come first.

   The District provides hotspot internet access for those that do not have internet at home in order to ensure at home learning and online resources are accessible.

   We partner for services through BOCES whenever possible to ensure we are getting reimbursement on shared services. In additon, we also contract directly with several private companies to obtain licenses to use software after the Data Privacy Agreements have been signed.

   Our Instructional Technology Teachers and our Library Media Specialist regularly survey our teachers to see what softwares are being used and the make recommendations in regards to the value of those products and/or other products that might serve our student needs better.

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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.

The Fort Plain Central School District utilizes assistive technology devices and services to increase, maintain, or improve the capabilities of students with disabilities. Speech-to-text, text-to-speech are two of our most commonly used applications for students with learning disabilities in the area of reading. Several of our students use reader pens to access non-digital text that are above their current reading level or to assist with defining unknown words in content specific texts.

The use of the Google Classroom platform at the secondary level has allowed an increased level of participation within the general education program. Through the use of Google Classroom, teachers can discreetly provide modified assignments that address the necessary accommodations to show success, such as embedding graphic organizers or scaffolds within the assignment. Additionally, many students have benefitted from communication tools within the Google Classroom platform where they are able to receive prompt feedback and engage in self-advocacy skills by asking questions regarding the lesson. Google Classroom provides students with due dates, missed assignments, and visual reminders of tasks; this feature has helped students with poor executive functioning skills with organizational skills.

Several students also utilize FM systems as recommended by our Audiologist. The Occupational therapist works on keyboarding skills with students to improve speed and accuracy of typing on a word processor. Students may be recommended to use a special mouse or keyboard when delayed fine motor skills impact their ability to use the trackpad or chromebook keyboard.

At the elementary level, Smartboards have also allowed teachers to provide a variety of accommodations to students as well as a tool to differentiate instruction. Smartboards touch-screen allows students to easily engage in the lesson. Smartboards have allowed teachers to present materials in a variety of modalities that meet a variety of learning styles. Visual representations of materials, visual timers, and video clips are examples of ways teachers utilize the Smartboard to reach all students within their classrooms. Teachers are also able to record Smartboard lessons, screenshot the board, and use the "block" off feature to conceal information that may be overwhelming or districting. Smartboards allow teachers to enlarge the text, highlight important words/phrases, and model the use of other assistive technology features/applications, such as text-to-speech and word prediction.

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)

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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

    ☑ Technology to support writers in the secondary classroom

    ☑ Research, writing and technology in a digital world

    ☑ Enhancing children's vocabulary development with technology

    ☑ Reading strategies through technology for students with disabilities

    ☑ Choosing assistive technology for instructional purposes in the special education classroom

    ☑ Using technology to differentiate instruction in the special education classroom

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

    ☑ Multiple ways of assessing student learning through technology

    ☑ Electronic communication and collaboration

    ☑ Promotion of model digital citizenship and responsibility

    ☑ Integrating technology and curriculum across core content areas

    ☐ Helping students with disabilities to connect with the world

    ☐ Other (please identify in Question 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)

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

    Currently, we do not have any ELLs enrolled in FPCSD.

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.

    No

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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.**

☑ Technology to support writers in the elementary classroom
☑ Technology to support writers in the secondary classroom
☐ Research, writing and technology in a digital world
☐ Writing and technology workshop for teachers
☐ Enhancing children's vocabulary development with technology
☐ Writer's workshop in the Bilingual classroom
☐ Reading strategies for English Language Learners
☐ Moving from learning letters to learning to read
☐ The power of technology to support language acquisition
☐ Using technology to differentiate instruction in the language classroom

☐ Multiple ways of assessing student learning through technology
☑ Electronic communication and collaboration
☐ Promotion of model digital citizenship and responsibility
☐ Integrating technology and curriculum across core content areas
☐ Web authoring tools
☐ Helping students connect with the world
☐ The interactive whiteboard and language learning
☐ Use camera for documentation
☐ Other (please identify in Question 8a, below)

V. NYSED Initiatives Alignment

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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.

☑ McKinney-Vento information is prominently located on individual school websites, as well as the district website.

☐ If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.

☐ Offer/phone/enrollment as an alternative to/in-person/enrollment.

☐ Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity

☐ 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.

☐ 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.

☐ Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.

☑ Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.

☐ Provide students a way to protect and charge any devices they are provided/with/by the district.

☑ Replace devices that are damaged or stolen/as needed.

☐ Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.

☑ Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity.

☐ 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.

☐ Class lesson plans, materials, and assignment instructions are available to students and families for

☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ 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.

☐ 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.

☐ Adjust assignments/to be completed successfully using/only/the/resources students have available./

☑ Provide online mentoring programs.

☐ Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.

☐ Offer a technology/support hotline during flexible hours.

☐ Make sure technology/support is offered in multiple languages.

☐ Other (Please identify in Question 9a, below)

V. NYSED Initiatives Alignment

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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 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)

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.

VI. Administrative Management Plan

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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 | 1.00 |
   | Instructional Support | 2.00 |
   | Technical Support | 1.00 |
   | **Totals:** | 4.00 |

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 | Professional Development | 0 | 5,000 | Both | ☐ BOCES Co-Ser purchase<br>☑ District Operating Budget<br>☐ District Public Bond<br>☐ E-Rate<br>☐ Grants<br>☐ Instructional Materials Aid<br>☐ Instructional Resources Aid<br>☐ Smart Schools Bond Act<br>☐ Other (please identify in next column, to the right)<br>☐ N/A | 0 |
   | 2 | Other (please identify in next column, to the right) | Chromebook replacements | 204,824 | One-time | ☐ BOCES Co-Ser purchase<br>☐ District Operating Budget<br>☐ District Public | 0 |

VI. Administrative Management Plan

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| | Anticipated Item or Service | "Other" Anticipated Item or Service | Estimated Cost | Is Cost One-time, Annual, or Both? | Potential Funding Source | "Other" Funding Source |
|---|---|---|---|---|---|---|
| | | | | | Bond<br>☐ E-Rate<br>☐ Grants<br>☐ Instructional Materials Aid<br>☐ Instructional Resources Aid<br>☑ Smart Schools Bond Act<br>☐ Other (please identify in next column, to the right)<br>☐ N/A | |
| 3 | Staffing | 0 | 148,000 | Annual | ☐ BOCES Co-Ser purchase<br>☑ District Operating Budget<br>☐ District Public Bond<br>☐ E-Rate<br>☐ Grants<br>☐ Instructional Materials Aid<br>☐ Instructional Resources Aid<br>☐ Smart Schools Bond Act<br>☐ Other (please identify in next column, to the right)<br>☐ N/A | 0 |
| 4 | N/A | 0 | 0 | N/A | ☐ BOCES Co-Ser purchase<br>☐ District Operating Budget<br>☐ District Public Bond<br>☐ E-Rate<br>☐ Grants<br>☐ Instructional Materials Aid | 0 |

VI. Administrative Management Plan

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| | Anticipated Item or Service | "Other" Anticipated Item or Service | Estimated Cost | Is Cost One-time, Annual, or Both? | Potential Funding Source | "Other" Funding Source |
|---|---|---|---|---|---|---|
| | | | | | ☐ Instructional Resources Aid<br>☐ Smart Schools Bond Act<br>☐ Other (please identify in next column, to the right)<br>☑ N/A | |
| **Totals:** | | | **357,824** | | | |

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?**

   No

4. **Districts are required to post either the responses to this survey or a more comprehensive technology plan that 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://www.fortplain.org/about-us/forms/

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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.**

| | | |
|---|---|---|
| ☑ 1:1 Device Program | ☐ Engaging School Community through Technology | ☑ Policy, Planning, and Leadership |
| ☐ Active Learning Spaces/Makerspaces | ☐ English Language Learner | ☐ Professional Development / Professional Learning |
| ☐ Blended and/or Flipped Classrooms | ☐ Instruction and Learning with Technology | ☑ Special Education Instruction and Learning with Technology |
| ☐ Culturally Responsive Instruction with Technology | ☐ Infrastructure | ☐ Technology Support |
| ☐ Data Privacy and Security | ☐ OER and Digital Content | ☐ Other Topic A |
| ☑ Digital Equity Initiatives | ☑ Online Learning | ☐ Other Topic B |
| ☐ Digital Fluency Standards | ☑ Personalized Learning | ☐ 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 | Lauren H Crisman | Principal | lauren.crisman@fortplain.org | ☑ 1:1 Device Program<br>☐ Active Learning Spaces/Makerspaces<br>☐ Blended and/or Flipped Classrooms<br>☐ Culturally Responsive Instruction with Technology<br>☐ Data Privacy and Security<br>☑ Digital Equity Initiatives<br>☐ Digital Fluency Standards<br>☐ Engaging School Community through Technology<br>☐ English Language Learner<br>☐ Instruction and Learning with Technology<br>☐ Infrastructure<br>☐ OER and Digital Content<br>☐ Online Learning<br>☑ Personalized |

VII. Sharing Innovative Educational Technology Programs

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| | Name of Contact Person | Title | Email Address | Innovative Programs |
|---|---|---|---|---|
| | | | | Learning<br>☑ Policy, Planning, and Leadership<br>☐ Professional Development / Professional Learning<br>☐ Special Education Instruction and Learning with Technology<br>☐ Technology Support<br>☐ Other Topic A<br>☐ Other Topic B<br>☐ 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 | Katrina Canallatos | Director of Special Education | katrina.canallatos@fortplain.org | ☐ 1:1 Device Program<br>☐ Active Learning Spaces/Makers paces<br>☐ Blended and/or Flipped Classrooms<br>☐ Culturally Responsive Instruction with Technology<br>☐ Data Privacy and Security<br>☐ Digital Equity Initiatives<br>☐ Digital Fluency Standards<br>☐ Engaging School Community through Technology<br>☐ English Language Learner<br>☐ Instruction and |

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| | | Name of Contact Person | Title | Email Address | Innovative Programs |
|---|---|---|---|---|---|
| | | | | | Learning with Technology<br>☐ Infrastructure<br>☐ OER and Digital Content<br>☐ Online Learning<br>☐ Personalized Learning<br>☐ Policy, Planning, and Leadership<br>☑ Professional Development / Professional Learning<br>☑ Special Education Instruction and Learning with Technology<br>☐ Technology Support<br>☐ Other Topic A<br>☐ Other Topic B<br>☐ Other Topic C |
| Please complete all columns | | Matt Heiser | Instructional Technology Teacher | matt.heiser@fortplain.org | ☑ 1:1 Device Program<br>☐ Active Learning Spaces/Makerspaces<br>☐ Blended and/or Flipped Classrooms<br>☐ Culturally Responsive Instruction with Technology<br>☐ Data Privacy and Security<br>☑ Digital Equity Initiatives<br>☐ Digital Fluency Standards<br>☐ Engaging School Community through Technology<br>☐ English Language Learner<br>☐ Instruction and |

VII. Sharing Innovative Educational Technology Programs

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| | Name of Contact Person | Title | Email Address | Innovative Programs |
|---|---|---|---|---|
| | | | | Learning with Technology<br>☐ Infrastructure<br>☐ OER and Digital Content<br>☑ Online Learning<br>☑ Personalized Learning<br>☑ Policy, Planning, and Leadership<br>☑ Professional Development / Professional Learning<br>☐ Special Education Instruction and Learning with Technology<br>☐ Technology Support<br>☐ Other Topic A<br>☐ Other Topic B<br>☐ Other Topic C |
| Please complete all columns | Rachel | Heroth | rachel.heroth@fortplain.org | ☑ 1:1 Device Program<br>☑ Active Learning Spaces/Makers paces<br>☑ Blended and/or Flipped Classrooms<br>☑ Culturally Responsive Instruction with Technology<br>☑ Data Privacy and Security<br>☑ Digital Equity Initiatives<br>☑ Digital Fluency Standards<br>☑ Engaging School Community through Technology<br>☐ English Language Learner<br>☐ Instruction and |

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| | Name of Contact Person | Title | Email Address | Innovative Programs |
|---|---|---|---|---|
| | | | | Learning with Technology |
| | | | | ☐ Infrastructure |
| | | | | ☐ OER and Digital Content |
| | | | | ☐ Online Learning |
| | | | | ☐ Personalized Learning |
| | | | | ☐ Policy, Planning, and Leadership |
| | | | | ☐ Professional Development / Professional Learning |
| | | | | ☐ Special Education Instruction and Learning with Technology |
| | | | | ☐ Technology Support |
| | | | | ☐ Other Topic A |
| | | | | ☐ Other Topic B |
| | | | | ☐ Other Topic C |

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