2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 03/22/2022

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

   James Bruni

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.**

   Administrator of Business & Operations

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Page Last Modified: 05/15/2022

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

The mission of the Seneca Falls Central School District is to provide quality educational opportunities and experiences for all students in a safe and positive environment that promotes academic excellence.

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

Over 150 years, the residents of the Seneca Falls Central School District have valued quality education in their community and that tradition continues with this current vision of education.

A Safe Learning Environment

• All students have a right to equal educational opportunities.

• Regardless of a child's circumstances, teachers can positively influence his/her life.

• Education shall promote the overall health and wellness of the individual.

• Technology enables students to expand their educational horizons and opportunities.

• Technology shall be utilized to be competitive at all levels of education and into the workforce.

• The District shall strive for excellence within the bounds of the available resources.

The Development of the Student

• Education shall reinforce the core values of integrity and honesty.

• Education shall incorporate Character Education.

• Schools shall promote respect for self and others as well as an appreciation and understanding of diversity.

• Education shall help people become productive members of society.

• Students must be challenged to maximize their potential. A Commitment towards Collaboration and Communication

• Education shall be the collective responsibility of the school, parents, community and students.

• Students, parents, staff and the larger community must all be kept informed of the consequences of decisions and actions relating to education within the district.

• Education must help students become effective verbal and written communicators.

A Focus on Student Learning

• Learning shall be enjoyable, challenging and inspirational.

• Education shall foster basic skills, critical thinking and creativity.

• Each student shall explore learning opportunities beyond those, which take place on the classroom.

• Students shall be active participants in defining their own learning processes.

• Education shall provide students with daily opportunities to experience success.

• Learning is an on going, lifelong process.

Page Last Modified: 05/15/2022

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 Seneca Falls CSD Technology Committee started the development of the Technology Plan in the Fall of 2021 (with a early Spring completion goal) with a stakeholder group including:

1. District Technology Committee
2. Instructional Technology Staff
3. Classroom Teachers (Representative from each building K-2, 3-5, 6-8, 9-12 and Special Education)
4. Other : Library Media Specialist, Parent representative
5. Administration support: Administrator of Business and Operations (Director of Technology), Director of Curriculum and Instruction and one building representative (Principal of 3-5 Building)

The SFCSD Technology Committee began the year out with a survey in September to elicit new membership. The committee met on Oct. 12, Nov. 9, Jan. 4th, Feb 1st, and March 1st. The committee reviewed the last technology plan and created new goals and action steps for the new technology plan due in the Spring.

District technology refresh plans were developed and evaluated throughout the academic year. Report of progress was provided to the Seneca Falls CSD Board of Education. Technology Plan development and actions plans were also shared out to District Curriculum Council (Team Leaders and Department Chairs) for feedback.

The committee developed three goals and an additional goal aligned to the proposed Smart Bond Investment Plan.

The following outcomes were developed and shared with the District Curriculum Council and Board of Education:

Goal #1: Implement blended learning practices to support student achievement and engagement through the seamless integration of instructional technology into teaching and learning;

Goal #2: Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.

Goal #3: Increase and maintain equitable access of high-quality devices to students and educators.

Goal #4: Upgrades to campus notification and communication systems in order to improve campus safety and increase equitable access to information

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

The District built off of the previous three year goals with modifications for more focused action plans on instructional technology integration. The planning process this time was different as the the previous plan focused more on acquisition of hardware and software. The planning committee worked collaboratively on purposeful usage of platforms and applications to improve on achievement gaps from the pandemic. The planning committee focused on reflection of the previous tech plan by identifying actions items that needed to continue and areas that needed to change. The committee felt all three goals were met in some fashion. The committee felt we needed to push past acquisition and focus more on training and professional development to improve utilization and meaningful integration.

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

The District focused instruction and training on our district's learning management system (Google Classroom and Google Apps for Education). The committee reflected on the pandemic learning environment and the hardware and software applications. The committee felt that the use of Zoom as a conference platform, the use of purchased wireless hotspots for at home learning, and the continued refresh of student devices (chromebooks) allowed students and teacher to stay connected throughout the pandemic. The committee feels that the new plan reflects on the community needs through our at home connectivity and learning survey. The new plan does continue the previous goal of the device refresh plan including teacher and student devices and district infrastructure upgrades (wireless and networking). The new technology plan places a large emphasis on professional development related to instructional technology integration with a focus on ongoing on-demand professional development and a smaller focus on "one and done" training sessions. Training sessions will also reflect the goal of building internal capacity by allowing teachers to become trainers and pass information along quicker and to a larger scale.

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

Yes

Page Last Modified: 05/15/2022

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 new technology plan builds off of the District's Professional Development Plan Goal #5 "Engaging Lifelong Learners". The objective of this goal is to increase implementation of blended learning environments and student engagement. The committee identified specific areas for professional development on Instructional software and hardware including Google Classroom, Chromebook applications, digital tools and extensions and other learning management applications such as Seesaw. Hardware training includes how to use the new Boxlight interactive boards which replaced older Smartboards. The professional development plan includes on-demand PD, after school learning sessions, job-embedded PD and instructional technology coaching. The plan also includes surveys to elicit participant input in order to drive professional development opportunities and provide feedback to the effectiveness of the PD sessions. In order to continue sustained support, post-professional development sessions, the instructional tech coach will perform second level or advanced differentiated sessions to meet teachers where they are. In addition, staff will be trained on an upgraded campus-wide notification system (funded by Smart Schools Investment Plan).

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2022-2025 Instructional Technology Plan - 2021

III. Goal Attainment

Page Last Modified: 03/22/2022

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:

   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:

   Significantly

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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Page Last Modified: 04/04/2022

1. **Enter Goal 1 below:**

Implement blended learning practices to support all student achievement and engagement through the seamless integration of instructional technology into teaching and learning that provide equitable opportunities.

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

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.**

- Collection of instructional application usage data through Clever, Google Admin Console, GoGuardian, Department level surveying.
- Benchmark: Maintain usage from previous school year.
- Usage data will be analyzed each spring to determine PD opportunities/ software renewal
- Goal Met: usage of instructional applications remain consistent or increases annually
- Blended learning Practices: Observational Data
- Administrators will complete observations in order to evaluate Blended Learning practices and instructional technology integration to meet the needs of all learners (General education students, students with disabilties and ELL students).
- Observation data will be analyzed through district conversations to drive PD decisions, coaching opportunities and collaborative opportunities
- Goal met: Instructional practices and technology implementation is evident in classrooms

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.**

Page Last Modified: 04/04/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Research	Collection of instructional application usage data from Clever, Google Admin Console , GoGuardian or Teacher/Department Surveys: Student usage of instructional applications will help identify potential areas for professional development needs and determine software renewals	Instructional Technology Coach	Director of Technology	06/20/2025	0
Action Step 2	Curriculum	Leverage software for formative assessments to identify gaps in student learning and provide instruction to meet the student's needs. Leverage software like nearpod, google forms, IXL, iReady, quizziz, quizlet, Raz-Kids, etc.	Curriculum and Instruction Leader	Director of Technology	06/20/2025	336000
Action Step 3	Implementation	Share out of best practices at faculty, department and curriculum council meetings that leverage BL strategies	Director of Technology	Director of Curriculum & Instruction	06/20/2025	0
Action Step 4	Evaluation	Observation completion on domain 2 and 3 based on instructional practices. Admin post observation review with classroom teacher	Building Principal	Director of Curriculum & Instruction	06/20/2025	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.

Page Last Modified: 04/04/2022

	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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Page Last Modified: 03/29/2022

1. **Enter Goal 2 below:**

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

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.**

   - Develop a survey that collects data on what technology teachers need PD on(Afterschool PD opportunities)
   - Benchmark: Continued offerings for Instructional Technology
   - Collected: Surveys to assess needs which will drive PD offerings
   - Goal Accomplished/Analyzed: PD requests provided throughout the year, including Superintendent Day conferences. Survey results analyzed to create a list of offerings
   - Track Technology PD offerings and attendance
   - Benchmark: One offering per month with maxed out attendees (20 participants)
   - Review attendance and offerings to determine other needs
   - Goal Accomplished: Full year of monthly technology offerings
   - Follow-Up PD Analysis
   - Benchmark: Teachers are implementing Instructional Technology in classroom after PD sessions
   - Collection: PD Follow-up survey to see how and if teachers are leveraging PD in their classroom and to assess needs
   - Goal Accomplished: Teachers are implementing tech practices in classroom

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.**

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 03/29/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Professional Development	Create a survey to Drive PD. Develop a calendar of PD offerings	Curriculum and Instruction Leader	Instruction Tech Coach	06/20/2025	0
Action Step 2	Planning	Provide release time or setup after school PD opportunities professional learning	Curriculum and Instruction Leader	Instruction Tech Coach	06/20/2025	18600
Action Step 3	Evaluation	Conduct survey to evaluate PD effectiveness and implementation	Curriculum and Instruction Leader	Instruction Tech Coach	06/20/2025	0
Action Step 4	N/A	N/A	N/A	N/A	06/30/2021	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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Page Last Modified: 05/24/2022

1. **Enter Goal 3 below:**

Increase and maintain equitable access of high-quality devices to students and educators.

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.**

- ☑ 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.**

- *Chromebook/Windows device review (Google Console and Gopher)*
- Benchmark: Each chromebook/windows laptop will have google/windows license and operating system data
- Analysis: Review and rank chromebooks/laptops according to google/windows license
- Goal: All devices will be active under a google license.
- *Digital Equity Survey*
- Benchmark: All students have access to devices and Internet
- Analysis: Review data from survey to assess connectivity needs
- Goal: 100% internet accessibility at homes within district
- *HelpDesk Ticket review*
- Benchmark: 100% Ticket resolution through various solutions
- Review data to analyze areas of concern amongst devices
- *Goal: Helpdesk tickets lead to which items require refresh*
- *Refresh cycle plan (Display screens, computers, student devices)*
- Benchmark: Obsolescence planning provides obtainable refresh of devices
- Analysis: looking at device life cycle to determine priorities
- Goal: All devices are in proper working condition

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.**

IV. Action Plan - Goal 3

Page Last Modified: 05/24/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Purchasing	Develop a refresh plan for all hardware (student devices, staff devices, classroom instructional technology)	Director of Technology	Application Support Specialist	06/20/2025	300000
Action Step 2	Communications	Communicate HelpDesk procedures for student and staff use to support devices -Formally email helpdesk to more accurately track data on device needs/services - Record data on help desk services.	Director of Technology	Application Support Specialist	06/20/2025	0
Action Step 3	Policy/Protocols	Develop a procedure on hotspot distribution -survey individual families -disperse hot spots to families that lack internet access	Director of Technology	Application Support Specialist	08/31/2022	7130
Action Step 4	N/A	N/A	N/A	N/A	06/30/2021	0

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)

Page Last Modified: 05/24/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
					nse)	
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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

    Yes

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Page Last Modified: 05/23/2022

1. **Enter Goal 4 below:**

Upgrades to campus notification and communication systems in order to improve campus safety and increase equitible access to information

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

Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders

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

☑ 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.**

Research has shown that in order for students to learn efficently they require a safe and secure learning environment. This will be done by upgrading the campus notification and communication system. The district is planning to leverage the Smart Schools Investment funding to complete this upgrade. The district has collected information from students and staff through various student meetings and in collaboration with the District Safety Committee. The District Safety Committee (consisting of administrators, teachers, staff, students, parents and community representatives) researched and developed a plan to create a more safe and secure environment by leverging communication through the following:
*Increase equity and access to students and staff that may have barriers to access information through standard means of communication (audio or viusual announcements)
*Universal Public Announcement System (including classroom news, building activities and celebrations)
*Communication through various classroom and hallway announcement panels (Including digital clocks and message boards)

6. **List the action steps that correspond to Goal #4 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.**

Page Last Modified: 05/23/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Research	Research vendors that can provide communication packages that include a full-scale upgrade to the entire system	Director of Technology	Business Official	08/31/2022	0
Action Step 2	Purchasing	Purchase will require application for SMARTBond funding. This entails a long process of local and state level approvals. The quote from the vendor will include Equipment, technical services and subcontractor work	Director of Technology	Business Official	06/30/2023	379530
Action Step 3	Implementation	Implementation is provided through the vendor by technical services and subcontractor work to install the communication system components throughout the district.	Business Official	Director of Technology	06/28/2024	393107
Action Step 4	Evaluation	Upon completion, the board of education facilities committee in collaboration with the technology committee will examine the installation and provide an update on its completion to the board and begin the process of planning the training involved to all parties.	Director of Technology	Business Official	09/27/2024	0

7. **This question is optional.**
   If more action steps are needed, continue to list the action steps that correspond to Goal #4 from your answer to Question 1, above.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

Page Last Modified: 05/23/2022

	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)

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

No

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Page Last Modified: 04/05/2022

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 will be integrated through Blended Learning strategies
    - Students can have some choice over path, pace, space and place to make learning meaningful
    - Students will leverage technology to develop their skills in the 4Cs- creativity, collaboration, communication, critical thinking as well as demonstrate their learning through multiple pathways and modalities. Technology can be leveraged to give students choice and voice in their learning opportunities.
    - Teachers will leverage technology to help inform their instruction through formative assessments that leverage tech for data driven instruction.
    - Teachers will leverage technology to create student centered learning experiences in which students become agents of their learning and to provide equitable opportunities to access grade-level content (technology accommodation tools like text to speech, speech to text, translation etc.).
    - Classrooms will implement learning management systems to support online instruction
    - Teachers will post content and assignments that can be accessed on demand for reinforcement, in person and distance learning.
    - Computer Science and Digital Fluency Standards capacity building and implementation Fall 2025
    - Provide opportunities for computer science and digital fluency learning for student k-12.
    - Student use of one:one devices throughout K-12 (chromebooks) will assist with computer knowledge acquisition and increase capabilities of typing skills and troubleshooting low level device and software issues.
    - Upgraded communication system to provide a safe and secure learning environment
    - Utilizing Smart Schools Bond funding, provide a campus notification and communication system in order to improve campus safety and increase equitable access to information

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.**

    - 1:1
    - Hotspots per requests
    - Staffing: Help desk support, Instructional Tech Specialists turnkey support,
    - Infrastructure: Increased capacity of wireless in each classroom, Updated server to allow for increase in data usage
    - Partnerships: W-FL BOCES- help desk ticket and Technology integration
    - Campus-wide notification system for increased communication of building operations and safety procedures and provide equitable access for notifications

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.**

    - Students are assigned 1:1 devices- chromebooks unless there is a different device requested in their 504, IEPs. In which, the district purchases specific devices to support adaptive technology accommodation.
    - Each chromebook has accessibility features built in which provide access for students with needs. For example, closed captioning for audio, text to speech and speech to speech built into the Google Workspace.
    - Teachers post work to Google Classroom for digital access for students who have access to computers for typing, speech to text features and text to speech.
    - PD for pillar products like KAMI, Google, Nearpod, FlipGrid, etc. include segments focused on accessibility and differentiation.
    - Campus-wide notification system for increased communication of building operations and safety procedures and provide equitable access for notifications (Smart Schools Investment Plan)

V. NYSED Initiatives Alignment

Page Last Modified: 04/05/2022

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 skills
☐ Technology to support writers in the secondary classroom	☑ Multiple ways of assessing student learning through technology
☑ Research, writing and technology in a digital world	☑ Electronic communication and collaboration
☐ Enhancing children's vocabulary development with technology	☐ Promotion of model digital citizenship and responsibility
☑ Reading strategies through technology for students with disabilities	☑ Integrating technology and curriculum across core content areas
☑ Choosing assistive technology for instructional purposes in the special education classroom	☐ Helping students with disabilities to connect with the world
☑ Using technology to differentiate instruction in the special education classroom	☐ 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)

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 04/05/2022

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

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

   In the 5 languages most commonly spoken in the district

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

   (No Response)

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

Page Last Modified: 04/05/2022

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)

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 04/05/2022

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.**

☑ The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.

☑ The district uses instructional technology to facilitate classroom projects that involve the community.

☑ The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.

☑ The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.

☑ The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.

☑ The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.

☐ Other (please identify in Question 10a, below)

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Page Last Modified: 04/05/2022

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	1.40
Instructional Support	1.60
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	End User Computing Devices	NA	307,130	Annual	☑ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☑ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
2	Instructional and Administrative Software	N/A	540,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public	N/A

Page Last Modified: 04/05/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Bond ☐ E-Rate ☐ Grants ☑ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Professional Development	N/A	18,600	Annual	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
4	Network and Infrastructure	N/A	725,000	One-time	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid	N/A

Page Last Modified: 04/05/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					☐ Instructional Resources Aid ☑ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
Totals:			**1,590,730**			

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.senecafallscsd.org/district/seneca-falls-central-school-district-plans

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Page Last Modified: 04/05/2022

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.**

☑ 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	James Bruni	Administrator of Business & Operations	jbruni@senecafallscsd.org	☑ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☑ Data Privacy and Security ☑ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and Learning with Technology ☑ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized

Page Last Modified: 04/05/2022

	Name of Contact Person	Title	Email Address	Innovative Programs
				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

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	Casey Wagner	Coordinator of Technology Integration	cwagner@senecafallscsd.org	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☑ Blended and/or Flipped Classrooms ☑ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☑ Digital Fluency Standards ☑ Engaging School Community through Technology ☐ English Language Learner ☑ Instruction and

Page Last Modified: 04/05/2022

	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
Please complete all columns	Jodie Verkey	Director of Curriculum and Instruction	jverkey@senecafallscsd.org	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☑ Blended and/or Flipped Classrooms ☑ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☑ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 04/05/2022

	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
Please complete all columns	Karissa Blamble	Director of Special Programs	kblamble@senecafallscsd.org	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☑ English Language Learner ☐ Instruction and

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 04/05/2022

	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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