

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 08/25/2021

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

Heidi Reale

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

Director of Technology

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

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

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1. What is the overall district mission?

The Frewsburg Central School District is committed to providing a learning environment in which each student is guided to pursue excellence in all areas of academics, athletics, and extracurricular activities.

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

It is our belief that technology integration should support and enhance curriculum at all grade levels. We will focus on providing high quality professional development with a focus on digital resources that complement/extend the curriculum. Technology integrators will assist teachers in bridging gaps within their curriculum by helping them address areas of both strength and weakness to challenge and support all learners. Exposing teachers and students to relevant online digital resources to enhance the curriculum will assist us in cultivating a blended learning environment. We will strive to provide a personalized learning experience for students by using digital content to differentiate instruction. In addition, our focus will extend student opportunities in Science, Technology, Engineering, Art, and Mathematics. The establishment of a STEAM program that prepares students for careers in the evolving 21st Century workplace will be a priority with a special focus on the development of an updated Industrial Arts curriculum and enhancement of performing arts equipment.

We recognize that for the students currently enrolled at Frewsburg Central School their living environment will be significantly different as advances in technology create changes in how they interact with society. If our graduates are to be successful we must develop a two-pronged initiative. First, we must ensure students are familiar and comfortable with existing technologies and can use this knowledge in practical applications, both in the workplace and for personal skills improvement. Secondly, and perhaps equally importantly, we must instill in students a resiliency to adapt to even further technological change and the ability to integrate and apply new technology into helping them meet their individual life goals, as socially responsible, digitally literate citizens.

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 needs of teachers and students are ever changing as proven by the recent world-wide pandemic. Due to the logistical challenges posed by the world-wide pandemic, full committee meetings were limited. Work was delegated to subcommittees and recommendations were made based on the work of these stakeholders. The Curriculum Coordinator met frequently to address needs of the staff and students with the Director of Technology and Technology Integration Specialists. District wide initiatives were mapped out during administrative meetings, held bimonthly.

Going forward, the Director of Technology and Communications along with the District Technology Committee* will meet as needed throughout the year to review the Technology Plan goals and work plan. Through the technology committee, administration meetings, conversations with the Curriculum Coordinator, Technology Integrator Specialists, and department chairs, information will be brought forward so the individual needs of teachers and students can be addressed. They will continue look at the progress, discuss obstacles, and make revisions to the plan if necessary in response to concerns brought forward and to respond fully and thoroughly to the needs of our students, based on data.

*Our District Technology Committee is comprised of the Superintendent, Director of Technology & Communications, Curriculum Coordinator, Board of Education Members, Principals, Technology Integration Specialists, Library Media Specialist, Parents, and Community Members.

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

Due to the COVID-19 Pandemic, our progress on meeting our goals was stymied. We had just begun to implement the STEAM lab at the elementary school when students were no longer able to work in pairs or share material. The social distancing made it impossible to utilize the equipment we had purchased. For this reason, we would like to revisit our goals that had been set in our prior plan. This allows us to revisit where we left off and ensure that our initiatives were fully carried out.

The strengths and weaknesses have been assessed in an ongoing manner while we have navigated the constraints caused by the pandemic. The digital divide has actually been extinguished in our district with the issuance of 1:1 devices to all students. However, the 21st century digital learning skills that were a major thrust of our initiatives have not been practiced or given adequate time to be considered fully synthesized practices.

This plan will revisit those initial goals to ensure that they have been fully met and that outcomes are observable in student performance.

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

During the 2020-21 school year the following plan was employed to ensure continuity of instruction:

Every student and teacher in our district was issued a laptop computer and charger. Thus, remote instruction was largely supported as a main source of instructional delivery during this time. We are also aware of the limitations posed by over reliance of internet accessibility. In the instances where our students could not participate in online instruction, we continued to deliver, by bus, hard copies of lesson materials to students' homes that do not have internet access. We issued mobile hotspots (kajeet devices) to encourage online participation. If students cannot submit their responses through Google classroom, teachers are holding phone meetings with them to gauge understanding and provide feedback. Our counselors and social worker have worked with families to help with getting internet connections. Instruction of new material should only be provided with support from the student's teacher. This may include students watching video lessons, students watching digital lessons created by individual teachers and/or direct contact between teachers and students through other means available. Our district will use the following learning materials to support remote instruction:

- Instructional materials provided via technology, such as posted on a teacher website or available through an LMS
- Individual or small group synchronous instruction facilitated using technologies such as telephone or video conferencing
- Large-group or whole class synchronous instruction facilitated using technologies such as telephone or video conferencing
- Recorded instruction disseminated through technology, including via podcast, dedicated website, or Learning Management System, scheduled or on demand television, DVD/CD
- Online learning course, accessed through an LMS, taught by a teacher

Teachers and students will continue to interact in the following formats:

- Teacher office hours, virtually (online) via video conferencing and/or chat, and/or phone
- Scheduled teacher/student(s) check-ins, virtual (online) and/or via phone
- Asynchronous communication, feedback, and support via e-mail or LMS

Continuity of Instruction for students with special needs (ELL, SWD, Homeless)

ESL and Special education teachers are working with general education teachers to differentiate instruction for students with disabilities and our (1) ELL student. At this time we do not have any homeless students. Teachers have been collaborating with one another and meeting virtually with the Principals to develop instructional approaches. Students with related services are being offered tele-therapy to address their IEP goals. They also have been providing videos, hard copies of activities, and calling on the phone to complete therapy. CSE meetings continue to be held over phone and computer. Alternatively placed students are receiving continuity of instruction through the various programs they are enrolled in. Administrators and teachers from those programs are communicating with the homeschool building principals. The special education teachers have been conducting office hours with all special education students in addition to providing resource rooms through zoom meetings to those students with that service on their IEP. During office hours the teachers have been differentiating and modifying work for students. Special education teachers have also sent home hard copies and called home in instances where students with disabilities have limited or no internet access. Teachers and related service providers have been talking and working directly with parents so that they can help their children at home as well. Our ESL teacher has been in contact with our ELL student and their parents by phone, zoom, email, and hard copy distribution to provide support and differentiation in student instruction during this time. The district does not currently have any homeless students, however, we will identify and support students that may become homeless during this time by maintaining open lines of communication. Specifically, our counselor, psychologist, and school social worker along with our School Resource Officer are in regular communication with our families through classroom zooms, emails, and parent phone calls. Additionally, our school nurse checks in with families that pick up meals from our distribution every week. We are constantly assessing the stability and well being of our families during this time. Each building principal is regularly reviewing the contact logs listing student participation and calling home to check in with parents and students.

During the 2021-22 School Year remote instruction is provided to the students that are unable to attend school due to a documented medical condition which prompts the development of a 504 plan. Students are then enrolled in the online WAVE academy offered through BOCES. Students that are periodically quarantined due to COVID symptoms or exposure are provided with synchronous and asynchronous instruction based on their individual needs, age, and teacher discretion. We provide Kajeet mobile hotspots to ensure students have access to the internet and are able to complete their work.

Unfinished Technology Integration Goals:

Due to the pandemic, several of our goals remain uncompleted, specifically those related to items such as 3D printers and makerspace items typically used in a traditional classroom setting. These initiatives include hands on components prohibited during the pandemic due to stringent cleaning requirements. Fortunately we were able to acquire the technology we needed to implement these STEAM projects into our curriculum, before global shortages of electronic components made that more difficult. The last quarter of the 2021-22 school year and 2022-23 will include use of these as we refocus on personalized learning rather than reactive mode.

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Goals related to access to relevant software and hardware as well as robust infrastructure were quickly modified to accommodate instruction remotely during the first phase of the pandemic but allowed us to focus on getting our students back in the classroom 5 days per week for the 2020-21 school year, continuing to current. With these enhancements our students can seamlessly transition from the classroom to remote, as quarantine and isolation measures require.

6. Is your district currently fully 1:1?

Yes

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.

After analyzing the needs assessment, we developed selected activities as part of our district strategy to increase access to personalized rigorous learning experiences supported by technology. In order to be effective, we understand the necessity in providing high quality professional development to our teachers. The strategy we will use in moving forward with these initiatives largely relies on the teaching that happens within classrooms. For example, in order to implement a coding program at the elementary school, our teachers will need to have time to figure out where this fits in with their curriculum. Additionally, they will need support in delivering the instruction. We will utilize our technology integrators for this work and encourage them to work side by side with our classroom teachers. In addition, we will utilize our BOCES supports to structure CSLO days that are expand on the coding topic. Another form of professional development includes turn key training led by teacher leaders in which personalized learning is modeled and supported. Our tech integrators have been trained as part of a district PL initiative with Education Elements.

We will continue this work within our district by assisting in the opportunities for students to participate in blended learning. The District increased personalized professional development opportunities from our Technology Integrators in support of Google Classroom, Impero Classroom Management, annotation and screen recording softwares and various other classroom applications. Teachers participate in forums led by BOCES as well.

If ongoing professional development is required after the grant expires, our technology integrators will be available to train teachers. The district is committed to cover costs of substitutes and/or summer stipends through the general fund. BOCES CSLO days purchased yearly through Co-Ser can also be used as appropriate.

Continue integration of devices and online resources into the curriculum, through professional development and the use of teacher leaders in the area of technology, to engender the growth of 21st century skills among our learners. Tech integrators will support this work as they push into classrooms to support teachers. Support to teachers in regard to the district 1:1 program includes software tools such as Impero classroom management, Google Classroom Learning Management System, and various applications to allow teachers to capture and deliver recorded lessons to all of our students.

We have been working with our Technology team on developing a plan for training the classroom teachers on effectively utilizing their new interactive panels. We will be locally purchasing a CTLE approved online site license which allows a full year of differentiated, topic specific professional development that can be accessed by teachers during or outside of their work day. We will also be purchasing 3 onsite days with the vendor. In addition, we will have onsite mentoring available. Our tech integrators will be pushing into classrooms doing on the job training helping the teachers integrate their curriculum with this new technology.

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

2022-2025 Instructional Technology Plan - 2021III. Goal Attainment

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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:

Fully

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Instill in students a resiliency to adapt to further technological change with the ability to integrate and apply new technology as responsible, digital citizens. Unable to fully complete goal previously, due to the COVID-19 Pandemic.

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

Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved 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.

Local classroom benchmarks will be used to gauge student progress as teachers observe an increase in fluent, accurate application across the content areas.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Implementation	Students in grades 3-6 will incorporate 3D printing in a project-based lesson. Teachers will implement 3D printing	Classroom Teacher	& Technology Integration Specialist	06/30/2023	0

2022-2025 Instructional Technology Plan - 2021

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
		in project based lessons				
Action Step 2	Implementation	Students will utilize 3D printers, laser cutter, CNC, plasma cutter in their STEAM academy rotation. Teachers will implement 3D printers ,laser cutter, CNC, plasma cutter, vinyl cutter in their STEAM academy rotation	Classroom Teacher	& Technology Integration Specialist	06/30/2023	0
Action Step 3	Implementation	Elementary school students will receive coding instruction as part of their computer science curriculum. 7th grade students will participate in a coding class as part of their STEAM academy.	Classroom Teacher	& Technology Integration Specialist	09/04/2023	2000
Action Step 4	N/A	NA	N/A	NA	06/30/2021	NA

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

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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)	

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

Exposing teachers and students to relevant online digital resources to provide a personalized learning experience for students, while utilizing resources to assist teachers in bridging curriculum gaps. Unable to fully complete goal previously, due to the COVID-19 Pandemic.

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.

The district has employed Technology Integrators to work with all grade levels in providing support to teachers and students in personalizing learning as well as integrating high quality digital literacy instruction. The Tech Integrators report to the Director of Curriculum who oversees classroom instruction and works with teachers and grade level chairs to design instruction.

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	Increase our LEGO league and Odyssey of the Mind enrollment. Develop stipend for supervisors Promote	Superintendent	Directory of Technology, Assistant Superintendent Curriculum, Technology Integration	10/01/2022	0

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		clubs at open house		Specialist		
Action Step 2	Purchasing	Increase our LEGO league and Odyssey of the Mind enrollment. Purchase LEGO robotics kits, OM fees	Instructional Technology Coach	Assistant Superintendent for Curriculum & Instruction	10/01/2022	5000
Action Step 3	Planning	Students in PK-2 will be regularly scheduled in a maker-space learning environment to experience hands on learning. Students in grades 3-6 will engage in hands on learning to investigate problems while developing creative solutions in a maker-space environment. Involve stakeholders in design of maker-spaces and furniture for space Create schedule for grades 3-6	Building Principal	Asst. SI/Technology Integrators/Teacher Representatives/ES Principal	01/23/2023	0
Action Step 4	Implementation	Students in grades 3-6 will engage in hands on learning to investigate problems while developing creative solutions in a maker-space environment. Students begin rotation of visiting the maker-space	Classroom Teacher	&Technology Integration Specialist	01/23/2023	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.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Implementation	tudents in grades 7 & 8 will learn how to apply the design thinking protocol (Personalized Learning; Education Elements Core 4- Ongoing District Initiative). Integration of design thinking protocol in STEAM Academy lessons	(No Response)	&Technology Integration Specialist	10/01/2022	0
Action Step 6	Implementation	Finish implementing a STEAM academy at the Middle Level that guides 7th & 8th grade students through a 10 week process of design, marketing, and production. Professional Development for teachers on 3D printers, laser cutter, CNC, plasma cutter	(No Response)	&Technology Integration Specialist	12/19/2022	0
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

Establish a Science, Technology, Engineering, Art, and Mathematics (STEAM) program that prepares students for careers in the evolving 21st century workplace, with a special focus on the development of an updated Industrial Arts curriculum. Unable to fully complete goal previously, due to the COVID-19 Pandemic

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.

The Middle School has employed a team that has worked to redesign the FACS, business, and technology course progression to ensure alignment with the updated industrial arts curriculum. This restructuring has served as a benchmark year to gauge future course offerings as we continue to extend the middle level FACS/Tech requirements by aligning more tightly with the STEAM initiative. Student surveys will be taken at the end of this year to aid in the future design of the courses.

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	Implementation	Implement a STEAM academy at the Middle	Other (please	Assistant Superintendent for	09/01/2023	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
		Level that guides 7th & 8th grade students through a 10 week process of design, marketing, and production. Initial meeting with FACS, Tech, Business, and Art Teachers to brainstorm structure, focus, and roll-out of STEAM Academy Teacher planning of integrated curriculum (ongoing)	identify in Column 5)	Curriculum, Counselors, Teachers		
Action Step 2	Implementation	Develop a STEAM academy at the Middle Level that guides 7th & 8th grade students through a 10 week process of design, marketing, and production. Begin scheduling process (Ongoing)	Other (please identify in Column 5)	Counselors	09/01/2023	0
Action Step 3	Communications	Develop a STEAM academy at the Middle Level that guides 7th & 8th grade students through a 10 week process of design, marketing, and production. Hold Parent Information Night (Ongoing)	Building Principal	&Counselors	09/01/2023	0
Action Step 4	Implementation	Students will utilize 3D printers, laser cutter, CNC, plasma cutter in their STEAM academy rotation.	Classroom Teacher	Technology Integration Specialists, Students	09/01/2023	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.

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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
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?**

Yes

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

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1. Enter Goal 4 below:

Ensure that all students and staff have access to current classroom technology to improve academic achievement through relevant hardware and software, including the need for remote learning at times when the Global pandemic requires.

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 digital equity survey will be administered to all students and analyzed by the Technology Director and Director of Curriculum to identify students that need connectivity support. This support is planned for even when the threat of remote learning is not a concern. Monthly meetings between the Director of Curriculum and the Technology Director are held to constantly stay on top of the technological needs of our students and staff. Additionally, teachers are asked for input on what is working and not working regularly to ensure we are addressing all concerns.

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.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Purchasing	The District will purchase touch screen devices to refresh	Director of Technology	NA	07/01/2022	\$208,000

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		older devices in order to maintain its initial 1:1 device initiative.				
Action Step 2	Community Partnerships	Targeted campaigns to raise female confidence in the areas of Math, Science, Technology and Engineering. Schedule with St. Bonaventure Challenge Center Students participate in Challenger Center, St. Bonaventure ES Open House presentation	Building Principal	Students, Technology Integration Specialist	09/01/2022	\$0
Action Step 3	Purchasing	The District will purchase touch screen devices to refresh staff/teacher devices.	Director of Technology	NA	07/01/2023	\$421,600
Action Step 4	Community Partnerships	The District has partnered Windstream on behalf of The Relief Zone and Myers Library to develop a plan for high speed broadband to be used by students attending before and after school programs, through ECF Funding.	Director of Technology	Director of Curriculum & Instruction, Administration, Windstream partner	09/01/2022	\$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.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Purchasing	Software Subscriptions	Curriculum and Instruction Leader	Director of Technology	07/01/2022	\$100,000

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 6	Community Partnerships	The District has partnered with Windstream, a broadband Internet provider in our area to develop a plan for our families in need of at home Internet Access through ECF Funding.	Director of Technology	Director of Curriculum & Instruction, Administration, Windstream partner	09/01/2022	\$0
Action Step 7	Purchasing	The District will purchase replacement CAD Lab/STEAM computers with state of the art systems to ensure proper specifications for latest software versions.	Director of Technology	NA	07/01/2022	\$84,000
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

8. Would you like to list a fifth goal?

Yes

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.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 5

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1. Enter Goal 5 below:

Ensure that all students and staff have access to curriculum through current infrastructure technology, including the need for remote learning at times when the Global pandemic requires.

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.

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

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

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

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

Monthly (or as necessary) meetings between the Director of Technology, District Network Technician, and District WAN/LAN Senior Technicians are held to constantly stay on top of the technological needs of our District wide area and local area networks, to ensure we are future proofed and able to grow as the needs of our students and staff increase. Additionally, Technology Integration Specialists are asked for input on what is working and not working regularly to ensure we are addressing all concerns.

Student access to curriculum will be evaluated using student data from NWEA data. NWEA is a research-based, not-for-profit organization that supports students and educators worldwide by creating assessment solutions that precisely measure growth and proficiency - and provide insights to help tailor instruction. Many students have been negatively impacted by school closures and NWEA helps educators, parents, and students as they navigate on-site or remote learning. Students in grades 3-8 are assessed 3 times per year (fall, winter spring) using NWEA. After the fall administration, students are given a projected goal. Data teams meet to evaluate student progress towards these individual goals. If 85% of students are meeting their growth goal, we will know this goal has been successfully accomplished. Additionally, for students in grades 9-12, regents exam scores at 65% or higher (or 55% or higher for students with disabilities) will be used to determine if this goal has been met. Our goal is that 85% of students pass their regents exam.

6. List the action steps that correspond to Goal #5 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 5

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Sustain a robust and future proof infrastructure to facilitate access to high quality, digital content for staff and students. Finish Upgrade Switches (2022) Plan to upgrade Classroom Wiring (2022-25)	Director of Technology	Network Technician, Erie 1 BOCES WAN team	10/01/2024	\$0
Action Step 2	Planning	Sustain a robust and future proof infrastructure to facilitate access to high quality, digital content for staff and students. Plan for next wireless upgrade to include outdoor wireless access points.	Director of Technology	Network Technician, Erie 1 BOCES WAN team	10/01/2024	\$0
Action Step 3	Purchasing	Sustain a robust and future proof infrastructure to facilitate access to high quality, digital content for staff and students. Replace servers per maintenance plan.	Director of Technology	Network Technician, Erie 1 BOCES WAN team	06/01/2024	\$20,000
Action Step 4	N/A	NA	N/A	NA	07/01/2021	NA

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #5 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)	(No Response)	(No)	(No Response)	(No)	(No Response)

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 5

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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 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)

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.

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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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.

Exposing teachers and students to relevant online digital resources to enhance the curriculum will assist us in cultivating a blended learning environment. We will strive to provide a personalized learning experience for students by using digital content to differentiate instruction with Google Education Fundamentals (FKA GSuite for Education). Teachers are able to deliver content rich instructional materials directly to the student and receive immediate feedback to measure comprehension. .

Technology integrators will assist teachers in bridging gaps within their curriculum by helping them address areas of both strength and weakness to challenge and support all learners.

Though stalled from the pandemic, we will rejuvenate our STEAM program (student opportunities in Science, Technology, Engineering, Art, and Mathematics) that prepares students for careers in the evolving 21st Century workplace will be a priority with a special focus on the development of an updated Industrial Arts curriculum and enhancement of performing arts equipment.

More now than before the COVID-19 Pandemic, we recognize that for the students currently enrolled at Frewsburg Central School their living environment will be significantly different as advances in technology create changes in how they interact with society. If our graduates are to be successful, we must ensure students are familiar and comfortable with existing technologies and can use this knowledge in practical applications, both in the workplace and for personal skills improvement as well as adapt to even further change and the ability to integrate and apply new technologies. The pandemic has forced all of us to be resilient and adapt to technological change at an unprecedented pace. We will continue with these practices to ensure gaps in a student's education are met with technology tools such as Google Tools and others gained through the pandemic: video conferencing, communication platform, annotation software, and classroom management tools to keep students focused on classwork.

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.

Our district will use the following learning materials to support instruction "everywhere, all the time":

- All students are issued a device at the beginning of each school year. Grades 3-12 are encouraged to take theirs home each day while K-2 are used in the classroom setting. Those devices are quickly transitioned to the home environment when situations arise requiring that resource be used remotely. At times student devices become inoperable and the District has committed to ensuring sufficient loaner devices are available for use while the original device is repaired.
- Instructional materials provided via technology, such as posted on a teacher website or available through an LMS
- Individual or small group synchronous instruction facilitated using technologies such as telephone or video conferencing
- Large-group or whole class synchronous instruction facilitated using technologies such as telephone or video conferencing
- Recorded instruction disseminated through technology, including via podcast, dedicated website, or Learning Management System, scheduled or on demand television, DVD/CD
- Online learning course, accessed through an LMS, taught by a teacher

Teachers and students will continue to interact in the following formats:

- Teacher office hours, virtually (online) via video conferencing and/or chat, and/or phone
- Scheduled teacher/student(s) check-ins, virtual (online) and/or via phone
- Asynchronous communication, feedback, and support via e-mail or LMS

Additional Resources Provided:

- The District implemented a classroom management software to give teachers the ability to lock screens to keep students on task, to push out specific classroom content such as a web link and to prevent use of the Internet during instruction times, enabling the teacher to engage better with the students without other distractions.
- As the need for remote instruction became necessary, the District purchased Zoom for our staff to use as a way to deliver synchronous learning opportunities for our students.
- Many web based software applications were added to the Districts software library resources as a way to augment instruction to our students. A specific example is CAD software that previously had been only available in the specified Technology computer lab.
- Mobile hotspots were purchased by the District to provide those students who had poor or no access as determined by a needs assessment survey to the parents. Ongoing needs assessment will be determined by the Digital Equity Survey collected annually.
- Technology Integration Specialists are employed by the District to assist teachers with content rich, digital content as well as support them transitioning to a flexible learning environment.

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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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.**

Students with Disabilities and Assistive Technology Keyboard access may present a challenge for some students with disabilities. Such students may have assistive technology, instructional accommodations, and testing accommodations recommended on their individualized education programs (IEPs) or Section 504 accommodation plans (504 plans) to address their disability-related needs. For some students with disabilities, keyboarding may not be appropriate, even with the use of assistive technology tools. For these students, other assistive technology devices may be recommended, such as speech-to-text programs or eye-gaze technology for typing.

In our district we use **Dragon Speak** and **Learning Ally** for some students. District wide we have adopted use of the **Read Write Chrome Extension** for the student to hear words or passages, including whole documents read to them, to offer speech to text in an effort to assist with writing, all integrated directly with Google. A student with a disability requiring keyboarding accommodations and/or assistive technology is given the opportunity to participate in general instructional technology activities, including keyboarding instruction, as appropriate to his or her individual needs. During such instruction the assistive technology and/or accommodations recommended for a student with a disability must be consistently implemented in accordance with the specifications on the student's IEP or 504 plan. SWD will continue to participate in the least restrictive environment. With access to more technology and online curriculum, more opportunities for closing achievement gaps will be attainable. Teachers will identify student strengths and weaknesses and use this information in writing IEP goals as well as progress monitoring. Student Achievement The district will: 1. Utilize NYS testing data, **NWEA MAP and MPG data**, and other sources of formative assessment to inform instruction by identifying trends that highlight possible gaps in the curriculum. 1. Use web-based software to ease the transition to fully aligned curricula by providing students ample self-directed practice opportunities, doubling as powerful formative assessments for teachers. **Study Island** will be used to develop an individual learning path based on data gained from NWEA MAP and MPG assessments. 1. Encourage the integration of devices and online resources into the curriculum, through professional development and the use of teacher leaders in the area of technology, to engender the growth of 21st century skills among our learners. Tech integrators will support this work as they push into classrooms to support teachers.

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)

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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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.

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

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

- Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through class website or learning management system).
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Home language dictionaries and translation programs are provided through technology.
- Hardware that supports ELL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.
- Learning games and other interactive software are used to supplement instruction.
- Other (Please identify in Question 6a, below)

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

Yes

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)

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

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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.**

- | | |
|--|---|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom | <input checked="" type="checkbox"/> Electronic communication and collaboration |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital world | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input checked="" type="checkbox"/> Writing and technology workshop for teachers | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology | <input type="checkbox"/> Web authoring tools |
| <input type="checkbox"/> Writer's workshop in the Bilingual classroom | <input type="checkbox"/> Helping students connect with the world |
| <input checked="" type="checkbox"/> Reading strategies for English Language Learners | <input type="checkbox"/> The interactive whiteboard and language learning |
| <input checked="" type="checkbox"/> Moving from learning letters to learning to read | <input type="checkbox"/> Use camera for documentation |
| <input type="checkbox"/> The power of technology to support language acquisition | <input type="checkbox"/> Other (please identify in Question 8a, below) |
| <input type="checkbox"/> Using technology to differentiate instruction in the language classroom | |

2022-2025 Instructional Technology Plan - 2021

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.

- | | | |
|--|--|---|
| <input type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website. | <input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district. | <input checked="" type="checkbox"/> Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work. |
| <input type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone. | <input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed. | <input type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./ |
| <input type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment. | <input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity. | <input type="checkbox"/> Provide online mentoring programs. |
| <input type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity | <input type="checkbox"/> 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. | <input type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues. |
| <input type="checkbox"/> Create a survey to obtain information/about students' living situations./contact information./access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs. | <input type="checkbox"/> Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website. | <input type="checkbox"/> Offer a technology/support hotline during flexible hours. |
| <input type="checkbox"/> Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions. | <input checked="" type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for | <input type="checkbox"/> Make sure technology/support is offered in multiple languages. |
| <input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods. | <input type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)./ | <input type="checkbox"/> Other (Please identify in Question 9a, below) |
| <input checked="" type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity. | <input checked="" type="checkbox"/> Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content. | |

2022-2025 Instructional Technology Plan - 2021V. 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.

- 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)

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.

2022-2025 Instructional Technology Plan - 2021

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	1.25
Instructional Support	2.00
Technical Support	1.60
Totals:	4.85

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	Student Devices	208,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	Instructional and Administrative Software	Annual Licensing	100,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	N/A

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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
					<input type="checkbox"/> Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input checked="" type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	End User Computing Devices	Staff/Teacher & STEAM Lab Replacement	505,600	One-time	<input checked="" type="checkbox"/> BOCES Co-Server purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	Network and Infrastructure	Server Replacements	2	One-time	<input checked="" type="checkbox"/> BOCES Co-Server purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	N/A

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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
					<input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
Totals:			813,602			

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?**

Not Applicable

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.frewsburgcsd.org/Page/8187>

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.

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

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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.

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

2. Provide the name, title, and e-mail of the person to be contacted in order to obtain more information about the innovative program(s) at your district.

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

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	Name of Contact Person	Title	Email Address	Innovative Programs
				<input type="checkbox"/> Learning Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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

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

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VII. Sharing Innovative Educational Technology Programs

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

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