I. District LEA Information

Page Last Modified: 02/11/2022

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

Kacey Sheppard

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

Assistant Superintendent

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DRAFT

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

   Our purpose is provide a positive learning enrivorment in which students will have the opportunity to experiance success and become life long learners.

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

   Frankfort-Schuyler Central School District will create a learning and teaching environment that will use technology as a tool to provide an environment that will allow students and staff to achieve their education, personal and workplace goals. The use of technology as a tool with allow us to better serve our students, support each other and partner with our parents.

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.**

   Stakeholder Groups:
   Joseph Palmer-Superintendent
   Kacey Sheppard- Assistant Superintendent for Business & Technology
   Melanie Welch- Elementary Principal
   Michael Stalteri- Secondary Principal
   Julie Tangorra- K-12 Director for Student Achievement
   Dawn Harvey- CSE Chairperson
   Scott Morris- Director of IT- OHM BOCES
   Adam Wezalis- .6 IT Technician
   Pat Bliss- .6 IT Technician
   Andrea Mazza- Community Member/Parent
   Nicole Castronovo- K-5 Technology Champion of Curriculum
   Jordan Purinton- 6-12 Technology Champion of Curriculum
   During the planning process, the committee in parts and whole met quarterly during the year. During these meetings the district introduced the plan process, requirements of the plan, reviewed current plan goals as well as reviewing NYSED technology plan goals. The committee also considered the individual building needs and goals to be considered a part of our next district technology plan. The next phase of the planning was the developing of the goals and how they align to the NYSED technology plan and what action steps would be necessary to comprise each goal.
   Next the district developed 3-5 goals for possible inclusion in our plan based on input from the community members, committees and building teams. An action and evaluation plan was developed for each potential goal while maintaining awareness of ELL and students with disabilities usage of technology to maintain equity and inclusivity in all of our plans.
   Finally goals and action plans were created along with our vision statement for technology and the plan is being submitted.

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's Instructional Technology Plan will build upon, continue the work of and improve upon our previous plan in a variety of ways. We are ensuring the curriculum, instruction and assessment are designed and delivered with a focus on content rigor, student engagement and continuous improvement of academic achievement across all instructional technology strands. We also will push our work forward to achieve the district's mission for career and college readiness for all students by adopting high-quality instructional standards, interdisciplinary curriculum content, aligned instructional practices, appropriate student supports, necessary resource allocations and parent and community engagement throughout the implementation of the plan. In the classroom we will expand on our collaborative efforts utilizing Google Classroom. We are growing the presence of flipped classrooms allowing for greater student driven instruction. Our inclusive classrooms will improve and explore further opportunities to differentiate instruction. Finally we continually are exploring and pursuing ways to expand the technological, educational abilities of students and staff in and beyond the classroom.

II. Strategic Technology Planning

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

We have completed the 1:1 initiative throughout the district to all students to correlate with more flipped classrooms and increased capabilities of virtual learning. All staff and students are more versed in these options and they may occur at a moments notice during the unsettling times of a pandemic. Due to the need for remote learning and more reliable internet availability the district has purchased and deployed more Verizon mifis. There has been an increased presence of staff and turn key trainings lead by faculty on a multitude of technological practices and instructional strategies. We have utilized the MORIC and Model Schools staff to offer additional PD as needed or desired. We established an interactive communication platform for parents and community members throughout the pandemic in our Google classrooms as well as through the creation of a community specific email address for questions, needs or comments.

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.**

Topic	Audience	Method of Delivery
Google Suite	District Wide: Teachers, Administrators, Support Staff	Via Online Trainings and Via in Person through Model Schools
Google Apps for Educatros	District Wide: Teachers and Administrative	Via online Trainings and Via in Person Through Model Schools
Using Youtube Playlists for Student Engagement	District Wide Teachers and Administrators	Via online trainings and in person
Flipped Classroom	District Wide Teachers	In house teachers currently utilizing flipped classroom
Utilizing QR Codes	District Wide Teachers, Administrators and Support Staff	Via online trainings
Interactive TV Trainings	District Wide Teachers and Administrators	In house turnkey teacher trainings
Differentiaing Instruction for ELL/ENL and Special Education Students using Google Platform and Chromebooks	District Wide Teachers and Administrators	Via Online Trainings and Via In Person Through Model Schools

All employees have access to MODEL SCHOOL's free training and webinars offered by the Regional Information Center which cover numerous trending technological topics for educators on the cutting edge of instructional practices.
Turnkey Teacher Trainers exist and are continually being developed throughout the district to provide in house, timely training to our staff as needs arise.
MORIC Tech Tidbits are published and distributed electronically to all staff on a regular periodic basis.
We also have access to all Model Schools Specified Trainings for any pertinent needs or desired outcomes in conjunction with implementation of the Instructional Technology plan..
Finally, we annually have professional development allocated funds earmarked for summer trainings to further the work of the created plan and the efforts of our staff.

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2022-2025 Instructional Technology Plan - 2021

III. 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:

   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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1. **Enter Goal 1 below:**

   The district will be implementing a technology standards based curriculum K-112 that integrates with its current curriculum. It will be designed to supplement the current curriculum to ensure students learn the fundamentals of technology. Embedded in this process is the need for digital literacy, which will focus of the curriculum. The ISTE standards will be used as the basis of this curriculum

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.**

   ATLAS software to track and implement the horizontal and vertical alignment of the K-12 curriculum.
   Through formal and informal teacher evaluations there will be an increased presence of an alignment between the content and the integrated instructional curriculum as well as the implementation of the technology tools in the classroom embedded throughout the lesson being driven by the student learners.
   Through the Champions of Curriculum the language of the aligned standards will be engrained and common. The focus on model classrooms and space to design such lessons and classes will be encouraged and tracked.

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

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Research	Review the ISTE standards as well as examine the districts methods of aligning curriculum and usage of technology tools in the classroom in relation to the curriculum.	Curriculum and Instruction Leader	Superintendent, Asst Superintendent, Principals, Curriculum Leaders per Grade and/or Dept	06/30/2022	$3000
Action Step 2	Professional Development	Work with vendor to train and provide support in access to ATLAS software to aid in the implementation of the goal.	Curriculum and Instruction Leader	Superintendent, Asst Superintendent, Principals, Curriculum Leaders per Grade and/or Dept	10/31/2022	$25,000
Action Step 3	Collaboration	Curriculum leaders and Adminsitrators will work in teams, grade level and departments to design a plan for development	Curriculum and Instruction Leader	Superintendent, Asst Superintendent, Principals, Curriculum Leaders per Grade and/or Dept	06/30/2023	$35,000
Action Step 4	Curriculum	Curriculum Leaders will lead their grade levels and departments to write and input new aligned curriculum	Curriculum and Instruction Leader	Superintendent, Asst Superintendent, Principals, Curriculum Leaders per Grade and/or Dept	06/30/2024	$35,000

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						

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

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IV. Action Plan - Goal 2

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1. **Enter Goal 2 below:**

   Continue to create a learning environment that will provide collaboration, student driven instruction, student accountability and assist in differentiated instruction. Provide self paced and content specific professional development opportunities for all staff that utilize current digital technologies and resources.

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.**

   Annually reviewing with building principals the professional development requests via Frontline Management System. Correlating the techniques offered in the trainings with evidence of such strategies and tools in lessons observed. Tracking the number of curriculum leaders that become turnkey trainers within our district for other colleagues.

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	Collaboration	Working with curriculum leaders and	Assistant Superintend	Curriculum leaders, Admin Team	10/31/2022	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		administrative team along with vendors to derive on the needed topics for PD	ent			
Action Step 2	Communications	Develop a plan to communicate across varied platforms to all stakeholders what and when PD will be available along with how to easily and conveniently access the trainings.	Director of Technology	Curriculum leaders, Admin Team	04/30/2023	0
Action Step 3	Implementation	Provide the time, space and resources for the PD.	Building Principal	Curriculum leaders, Admin Team	09/01/2023	40,000
Action Step 4	Professional Development	Administer timely and desired trainings for all staff integrated the technological resources and tools in the classroom.	Building Principal	Curriculum leaders, Admin Team	06/30/2024	5,000

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 Respo	(No Response)

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

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1. **Enter Goal 3 below:**

   Model Classrooms will be expanded across the district. These classrooms will have flexible seating, multiple points of presentation and access for students to work collaboratively on product based learning. Each year the district will add more model classrooms across the district. All renovated spaces will be constructed like this during the upcoming capital project.

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.**

   The district will count how many spaces have been converted to model classrooms. We will monitor and track the usage of these classrooms by students and staff alike.

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	Planning	Work with the architects and district capital project steering committee to review ideas and necessary	Superintendent	Architects, Administrative and Capital Project Steering Committee	10/31/2022	$15,000

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		space needed for conversion				
Action Step 2	Collaboration	Take the planning document and collaborate with curriculum leaders, administrators and various stakeholders group	Superintendent	Architects, Administrative, Instructional Leaders and Capital Project Steering Committee	04/30/2023	0
Action Step 3	Budgeting	Work with King and King and Fiscal Advisors to derive a fiscally responsible spending plan that takes into account technology needs, student needs, teacher needs and fiscal needs.	Assistant Superintendent	Architects, Administrative and Capital Project Steering Committee	04/30/2022	0
Action Step 4	Learning Spaces	Completion of Learning Space	Superintendent	Architects, Administrative and Capital Project Steering Committee	06/30/2025	$1,500,000

7.   **This question is optional.**
If more action steps are needed, continue to list the action steps that correspond to Goal #3 from your answer to Question 1, above.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No	(No Response)	(No	(No Response)	(No	(No Response)

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

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

No

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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.**

   A quality education continues to be about the acquisition of content and skills across multipe areas of study and disciplines. The integration of digital content and technological resourcces does not change what is taught, but rather provides greater options for how students access content and demonstrate their skills. We are committed to the modernization of the educational program where 21st Centruy teaching praxtices are embedded thoughtout classrooms across the district. This academic retoooling, including technological tools, has flexible and collaborative structures, maintains a global-focus and fully integrates innovative practices. This will further align our curriculum vertically and horizontally while incorporating our technology standards. Additionally, we will capitalize on the power of technology to learn and communicate which will enhance the district's ability to ensure success for all students.

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.**

   All students are issued a 1:1 device to be used at home and in school.
   Currently the district provides Hot Spots to those that are unable to access reliable internet service at home due to their location within the district.
   The distirct will explore providing additional Hot Spots to families unable to provide reliable internet service due to economic hardship.
   Round one of the approved district Smart Bond plan provides funding to replace and relocate the fiber connecting the distric's Jr/Sr high and elementary school. Also in the plan the district will remove all ethernet cables and wireless access points to be replaced with the most up to date CAT cable and access points at the time of installation.

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.**

   Technology is used to enhance the instructional program for students with disabilities by providing access to tools that enhance pedagogy and classroom lesson design while actively engaging students in their learning. Our technology and plan allows teachers to customize instruction based on individual student needs to optimize successful outcomes. With the varied tools we stimulate intellectual curiousity and capacity within each student in this often underserved subgroup. Instructional technology also facilitates problem-solving and collaboration between students while ensuring the educational program provided replicates how these students seek information in their lives.

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)

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.**

☑ 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)

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)

V. 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.**

☐ 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)

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

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

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

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

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

☐ Create a survey to obtain information/about students' living situations,/contact information,/access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs.

☐ Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions.

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

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

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

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

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

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

☑ Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website.

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

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

☐ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.

☑ Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work.

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

☐ Provide online mentoring programs.

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

☐ Offer a technology/support hotline during flexible hours.

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

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

V. NYSED Initiatives Alignment

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

   ☑ 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.

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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	0.20
Instructional Support	0.20
Technical Support	1.20
Totals:	**1.60**

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	925,000	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	NA
2	Network and Infrastructure	NA	225,000	One-time	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public	NA

VI. Administrative Management Plan

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Bond ☐ 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	Other (please identify in next column, to the right)	Interactive Whiteboards	275,000	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	NA
4	Network and Infrastructure	Server/Network Softwares and Upgrades	225,000	Annual	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid	NA

VI. Administrative Management Plan

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					☐ Instructional Resources Aid ☑ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
Totals:			**1,650,000**			

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.frankfort-schuyler.org/Page/2054

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.**

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

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

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized Learning ☐ Policy, Planning, and Leadership ☐ Professional Development / Professional Learning ☐ Special Education Instruction and Learning with Technology ☐ Technology Support ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ 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

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

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

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