2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

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

Terry English

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

   Director of Technology

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

   The board of education, collective staff, and community of the Falconer School District are committed to preparing our children to be productive members of society. Through continuous evaluation and improvement, this partnership will provide a quality educational environment for students to meet the graduation standards.

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

   The Falconer Central School District will purposefully integrate technology throughout teaching and learning. Technology will be incorporated across the New York State Learning Standards to support, enhance, and transform learning. Students will learn to effectively and responsibly use technology to become empowered learners, creative communicators, digital citizens, and global collaborators. Students will use technology as a tool for problem solving, knowledge construction, and innovative design in order to become successful, contributing members of society who are able to meet the changing demands of life and the workplace. Teachers will use technology to facilitate and inspire student learning and creativity, design and develop digital age learning experiences and assessments, model digital age work and learning, promote and model digital citizenship and responsibility, and engage in establishing a community of continuous professional growth and leadership.

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.**

   We convened a monthly District Technology Committee meeting to discuss District needs and future plans regarding technology. Members of this committee included teachers, staff, administration, technology personnel, parents, and community members. Input for these meetings was gathered from teachers, students, and staff as well as local professional learning communities and nearby districts.
   We discussed the number and type of devices as well as types and kinds of software/we websites needed and used and current technology.
   Discussion topics include:
   • building level technology status and needs
   • district level technology status and needs
   • software/curriculum and device status/needs and purchases
   • trials, previews, and exploration of potential/upcoming technologies
   Outcomes include:
   • device replacement cycle
   • implementation and improved educational applications of LMS
   • District computerized curriculum approval process and student privacy agreements
   • ongoing professional development opportunities and topics
   • technology professional learning communities

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

   The new plan builds on the previous goals of increasing student access to devices by creating a sustainable replacement cycle, increasing student access to digital curriculum and tools in a method cognizant of student privacy concerns, and expanding professional learning to enable more transformative instruction.

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

   Review of the goals of the previous plan allowed reflection on instructional needs and changes since the onset of COVID-19. Goals have been expanded to include more grade levels, better technology access outside the school buildings, online access to curriculum, and support for a wider variety of pedagogies.

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

   Yes

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

Teachers will use technology to facilitate and inspire student learning and creativity, design and develop digital age learning experiences and assessments, model digital age work and learning, promote and model digital citizenship and responsibility, and engage in establishing a community of continuous professional growth and leadership. The district will continue their just-in-time instruction and scheduled Professional Learning on Superintendent's Conference Days to support purposeful use of technology and the District's Curriculum and Instruction Cabinet's goals.

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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:

   Moderately

3. **Digital Capacity and Access – The District's technology infrastructure supports learning and teaching in all of the District's environments.**
   The district has met this goal:

   Fully

4. **Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.**
   The district has met this goal:

   Fully

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

   Moderately

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IV. Action Plan - Goal 1

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1. **Enter Goal 1 below:**

    GOAL 1: The District will provide updated classroom technologies to support current and future instructional technology needs for both in-person and remote instruction.
    • by the end of 2025: Upgrade presentation systems to 4k resolution with wireless connectivity to allow and promote the use of interactive and engaging instructional methods.
    • by the end of 2025: Upgrade classroom audio capability to improve accessibility during in-person instruction and improve audio quality during remote instruction.
    • by the end of 2025: Upgrade classroom presentation options to include document cameras with wireless connectivity to increase instructor mobility during instruction with the potential for student-led work.
    • by the end of 2025: Research and acquire developing interactive technologies (including but not limited to AR/VR, digitarium, and interactive wall systems) to meet instructional needs for increased student engagement.

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

    Utilizing the Districts' inventory system, the District will monitor acquisition and implementation of hardware and software with a goal of achieving full operability and standardization District wide.
    The Districts' Technology Committee will evaluate the impact on instruction by reviewing a combination of usage statistics, observational data, surveys, and student assessment data.

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	Planning	Identify needs of district	Director of Technology	District Technology Committee	03/01/2022	n/a
Action Step 2	Research	Utilizing demonstrations and district visits the committee will select the best hardware solutions for our district needs.	Director of Technology	District Technology Committee	06/30/2022	n/a
Action Step 3	Purchasing	Determine the purchasing schedule based upon available funds and requisition when practicable	Director of Technology	District Technology Committee	07/01/2024	$850,000
Action Step 4	Implementation	Inventory hardware/software, deploy and install technology into classrooms	Director of Technology	District Technology Committee	06/09/2025	$44,000

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	Implementation	Teachers will purposefully utilize technology during instruction	Director of Technology	District Technology Committee	06/09/2025	$10,000
Action Step 6	Evaluation	Review of usage statistics, observational data, and student assessment data to determine effectiveness	Director of Technology	District Technology Committee	06/30/2025	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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1. **Enter Goal 2 below:**

GOAL 2: The District will continue to provide up-to-date technology devices by maintaining a replacement cycle to update devices.
• By the end of 2025: Student devices will be replaced according to a 4-year replacement cycle. Students in grades 3, 6, 9 will receive new devices yearly to ensure that all students can effectively and efficiently complete instructional tasks, collaborate, and demonstrate their learning.
• By the end of 2025: Teacher and staff devices will be replaced according to a 5-year replacement cycle to facilitate high-quality instruction and provide opportunities to adapt to new technologies and student instructional needs.

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

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

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

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

Utilizing the reports in Districts' inventory system, 100% of students and staff will receive an updated device by the end of the established replacement cycle. The District's Technology Committee will meet at least monthly during the school year to monitor needs and distribution. The Districts' Technology Committee will evaluate the impact on instruction by reviewing a combination of usage statistics, observational data, student and teacher surveys, improvement on student assessment data, and decrease in loss of instructional time due to older technology.

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.**

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 1	Planning	Identify needs of district and map replacement cycle.	Director of Technology	District Technology Committee	03/31/2022	0
Action Step 2	Research	Utilizing demonstrations and district visits the committee will select the best hardware/software solutions for our district needs	Director of Technology	District Technology Committee	05/01/2022	$1000
Action Step 3	Purchasing	Determine the purchasing schedule based upon based on available funds and requisition when practicable	Director of Technology	District Technology Committee	10/01/2024	$550,000
Action Step 4	Implementation	Inventory hardware and deploy to students. Implement software/digital programs to district offices.	Director of Technology	District Technology Committee	06/09/2025	$10,000

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	Evaluation	Review of usage statistics, observational data, assessment data, to determine effectiveness	Director of Technology	District Technology Committee	06/30/2025	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No	(No Response)	(No	(No Response)	(No	(No Response)

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
	Response)		Response)		Response)	
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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1. **Enter Goal 3 below:**

GOAL 3: The District will foster a community of learning by increasing connections with families and offering professional learning opportunities to improve the ability for teachers to effectively utilize devices and instructional tools.
- by the end of 2023 - All parents/guardians will have access to Schoology, SchoolMessenger, Powerschool, and the Falconer Central Schools' Website for communication with teachers/staff.
- by the end of 2024 - All teachers and classroom staff will receive training on classroom technologies including sound fields, document cameras, and interactive panels to increase student engagement.
- by the end of 2025 - All teachers will receive training in the use of technology tools to facilitate instruction within the SAMR framework, with an emphasis on student collaboration, cross-curricular skill development, and engagement.

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.**

- Parent/guardian involvement will be measured using Schoology and Powerschool Analytics as well as tracking notices sent home.
- Through monthly discussions in the District Curriculum and Instruction Cabinet as well as monthly District Technology Committee meetings during the school year, Professional learning will be planned and scheduled.
- All classroom staff will receive training on the new equipment specific to their room. Completion of this goal will be evaluated using checklists and sign-in sheets from trainings.
- Professional learning opportunities will be monitored through CTLE hours, contact hours during sessions, and usage analytics from professional development tools like Vector Solutions. Effectiveness of the impact of trainings will be monitored through administrative observations, usage analytics of targeted programs, and student performance data.

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.**

2022-2025 Instructional Technology Plan - 2021

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 1	Planning	Identify needs of district	Director of Technology	District Technology Committee	06/09/2022	0
Action Step 2	Research	Survey current levels of parent accounts in schoology and powerSchool. Research professional development programs to develop inhouse or purchase effective instruction for professional learning.	Director of Technology	District Technology Committee	12/31/2024	0
Action Step 3	Purchasing	Determine professional development purchasing based on available funds and requisition when practicable	Director of Technology	District Technology Committee	07/30/2024	$50,000
Action Step 4	Implementation	Families will receive communication prior to the start of each school year about the programs to be utilized by the district for communication and the procedures for creating parent/guardian accounts. The district will schedule and hold synchronous and asynchronous Professional Learning based on school calendar	Director of Technology	District Technology Committee	06/09/2025	$10,000

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.

2022-2025 Instructional Technology Plan - 2021

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?**

No

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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.**

All purchases will consider computer based testing requirements. All technology professional development will apply to sound instructional design, the use of technology to transform instruction, and the use of technology to track mastery of standards. All students will have access to devices, instruction to prepare them for current and future technology usage, and feedback regarding mastery of learning targets.

The SAMR model and cognitive rigor matrices will be used in technology decisions and professional development planning for the purpose of transforming instruction and collaboration in ways that are not possible without the use of technology. New York State Computer Science and Digital Fluency Learning Standards and ISTE Technology Standards for Students will be utilized in the instructional design process to ensure academic rigor and provide opportunities for assessment of student progress and ongoing revision of instructional practices. Data will be collected through our Learning Management System, state and local testing results, teacher observation and experience, diagnostic tools, and formative and summative assessments.

Collaboration
- CCSS.ELA-LITERACY.CCRA.W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- ISTE Standards For Students 7 Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Communication
- CCSS.ELA-LITERACY.CCRA.SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- ISTE Standards For Students 6 Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Academic Rigor
- CCSS.MATH.PRACTICE.MP5: Use appropriate tools strategically.
- ISTE Standards For Students 1 Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE Standards For Students 4 Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE Standards For Students 5 Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Digital Citizenship
- ISTE Standards For Students 2 Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Information Literacy
- CCSS.ELA-LITERACY.CCRA.W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- ISTE Standards For Students 3 Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

http://www.nysed.gov/curriculum-instruction/computer-science-and-digital-fluency-learning-standards

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 K-12 are provided with a 1:1 computing device. These devices will be replaced on a schedule to ensure students retain access to devices that meet their learning needs. Students in grades 3-12 take their devices home. K-2 students keep devices in the school buildings, with the ability to adapt quickly if remote learning needs arise. Cloud-based student accounts and apps allow access to instructional materials from any location with internet access. Mobile internet access points will continue to be available for families with inadequate or no internet access. Partnerships with community libraries provide additional internet access locations and school district wifi coverage has been extended to district parking lots to provide access. Students will utilize accessibility features built into devices as well as district-purchased accessibility tools to ensure equitable learning. School building technology leaders and IT support is available to all students and families.

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 have access to assistive technology settings, extensions, and apps on a variety of platforms to increase students' ability to obtain and demonstrate knowledge. The district's use of a Learning Management Systems allows teachers to assign differentiated assignments based on student needs. Classrooms are equipped with hardware, such as sound fields, to accommodate varying student needs.

Students with disabilities have been provided with 1 to 1 touch screen devices and software/apps that are personalized to their academic levels/needs and track and report the students' progress to the consultant teachers. Consultant teachers monitor each student's progress toward their individual student's goals and adjust as needed.

Current technology being utilized includes:

• TextHelp Read&Write for Google Chrome web browser extensions for assisted reading and writing
• Apps on iPads for individualized skill based instruction
• Sensory equipment to help with sensory integration
• Voice to text for assisted writing
• Chromebook accessibility settings
• iReady for individualized math and reading instruction
• Sound fields in classrooms and headphones provided to aid with auditory and attention difficulties
• Schoology LMS for differentiating assignments, assessments, and organizational assistance
• GSuite for Education for differentiating assignments, assessments, organizational assistance, cooperative learning and collaboration

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)

2022-2025 Instructional Technology Plan - 2021

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)

8a. **If 'Other' was selected in Question 8 above, please explain here.**

    Due to limited population of ELL students, ELL services are contracted through our local BOCES.

V. NYSED Initiatives Alignment

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

☐ Provide online mentoring programs.

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

☑ Offer a technology/support hotline during flexible hours.

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

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

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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	0.30
Instructional Support	0.88
Technical Support	2.67
Totals:	**3.85**

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	N/A	560,000	Both	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☑ District Public Bond ☑ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
2	Peripheral Devices	N/A	894,000	One-time	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☑ 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
					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	Instructional and Administrative Software	N/A	40,000	Both	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☑ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
4	Professional Development	N/A	15,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid	N/A

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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:			**1,509,000**			

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.falconercsd.org/domain/26

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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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VII. Sharing Innovative Educational Technology Programs

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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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	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

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

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