

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

I. District LEA Information

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Page Last Modified: 04/13/2022

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

Thomas Ciaccio

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

Superintendent

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## 2022-2025 Instructional Technology Plan - 2021

## II. Strategic Technology Planning

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

At Fonda-Fultonville, we work in partnership with our community to empower and challenge every student to become a lifelong learner and a responsible citizen.

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

Instructional Technology offers new opportunities to offer students a more effective, meaningful and personalized learning experience. The 21st century skills that students learn when technology is integrated into instruction make them more able to participate in a technology integrated, global workforce and better equipped to be informed, empowered participants in society

3. **Summarize the planning process used to develop answers to the Instructional Technology Plan questions and/or your district comprehensive Instructional Technology Plan. Please include the stakeholder groups participating and the outcomes of the instructional technology plan development meetings.**

The district Technology Committee met regularly during the 2021-2022 school year. During these meetings, items for the technology plan were discussed and prioritized. These items were also brought to District Senior Leadership team meetings.

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 plan both builds upon, as well as reaffirms commitment to, the content of the previous three year plan.

The plan builds upon, and further develops the previous plan in the areas of:

- Continued 1:1 student device distribution
- Equipping teachers with technology tools to support instructional goals by continuing to replace aging smartboards with more reliable and capable interactive flat panels
- Continued creation of differentiated professional development that are available in multiple modalities.

In recognition of the impact that the COVID-19 pandemic had on some items from our previous plan, this plan reaffirms commitment to the following items:

- Further development of a scope and sequence for 21st century skills / future ready skills.
- Continued data collection and analysis using tools like Brightbytes Clarity, app analytics, as well as "in-house" surveys.

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

The district Instructional Technology Plan reflects experience during the COVID pandemic in the following ways.

**The value of maximal access to technology in order to support learning in a variety of scenarios:** During the pandemic we saw the term "classroom" take on an entirely new meaning. By leveraging the instructional technology tools that we already had in place, we were able to offer ways for students and teachers to connect and to allow instruction to occur. This instruction was of course limited to varying degrees, but we still had the tools to try to keep students engaged and progressing.

This was a rare and extreme challenge faced by all students. We recognize that on any given schoolday, some of our students are likely facing individual challenges and stressors that are equally, or even more impactful, as compared to the pandemic. By continuing to build a toolset and capacity in the area of Instructional Technology, the school district has more options to support our students, whatever challenges are faced.

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

No

6a. **What are your plans to become a fully 1:1 District? (Covers all grades K-12 as applicable)**

The district is currently 1:1 in grades 4-12.

This plan includes an additional 2-4 grade levels over the course of 3 years. The district will continue to evaluate how quickly it is possible to roll out 1:1 devices to additional grade levels in an effective, meaningful and fiscally responsible manner.

6b. **When will the District become fully 1:1?**

Unknown

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II. Strategic Technology Planning

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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.**

Based on feedback from staff, we will offer a maximum number of self paced pd on demand offerings, as well as 1 on 1 support sessions with our instructional technology specialist. These offerings will be needs based, differentiated and numerous in order to support all teaching faculty. We will integrate Model Schools when possible by offering our sessions in the catalog, and promoting Model Schools sessions to our faculty

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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:**

Fully

3. **Digital Capacity and Access – The District’s technology infrastructure supports learning and teaching in all of the District’s environments.**

**The district has met this goal:**

Fully

4. **Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.**

**The district has met this goal:**

Fully

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

**The district has met this goal:**

Fully

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IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Leverage technology to provide students with the most effective, meaningful, and personalized learning experience possible.

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.

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

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

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

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

We will monitor the success of this additional roll out of 1:1 devices by:

- observing utilization of devices
- analyze and correlate with students progress through tools like I-Ready, etc
- monitor financial viability relative to projections by analyzing costs incurred due to damage, etc

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

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	research & plan expansion of 1:1 roll out to more elementary grade leves including: -initial	Other (please identify in Column 5)	Network & Systems Administrator	03/01/2023	0

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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		grade levels - insurance and protection options - what grade levels take home -where devices reside that don't go home -all other logistical factors				
Action Step 2	Budgeting	Establish financial sustainability plan to support these additional devices on an ongoing basis.	Other (please identify in Column 5)	Network & Systems Administrator	03/01/2023	0
Action Step 3	Implementation	Roll out 1-2 grade levels of es 1:1 devices	Other (please identify in Column 5)	Network & Systems Administrator	09/15/2023	60000
Action Step 4	Implementation	Roll out 1-2 grade levels of es 1:1 devices	Other (please identify in Column 5)	Network & Systems Administrator	09/15/2024	60000

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

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

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IV. Action Plan - Goal 1

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IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

Identifying and integrating the 21st century skills required to support Goal 1 and to prepare students to participate in a technology integrated, global workforce. We will develop a 21st century skills scope and sequence to identify areas of skills that need to be met and plan at what grade level they will achieved, how they will be achieved, and who will be teaching them.

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.

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

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

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

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

This instructional technology goal will be measured and evaluated ongoingly using a variety of tools and metrics. These will include:

- Metrics and Reporting that are built in to the tools that are used. For example, typing/keyboard competency will be measured using the reports that are built in to the typing product that we use.
- Qualitative feedback from staff, faculty and students.
- Survey data from graduates.

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					



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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Planning	Identify areas of highest need for first round of scope & sequence (first round won't include everything)	Instructional Technology Coach	N/A	01/01/2023	0
Action Step 2	Planning	Establish who & when will be addressing the skills	Other (please identify in Column 5)	Network & Systems Administrator	02/01/2023	0
Action Step 3	Planning	Establish ongoing measurement method	Other (please identify in Column 5)	Network & Systems Administrator	02/01/2023	0
Action Step 4	Research	Establish hardware & software needs to address the skills	Other (please identify in Column 5)	Network & Systems Administrator	04/01/2023	0

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #2 from your answer to Question 1, above.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Budgeting	Establish budgetary needs to address the skills	Business Official	(No Response)	04/01/2023	0
Action Step 6	Implementation	Implementation into master schedule	Other (please identify in Column 5)	Network & Systems Administrator	09/01/2023	2500
Action Step 7	Evaluation	On going review of data to determine the best way to maximize each skill taught to students. This data would include feedback from teacher, survey results from students and	Instructional Technology Coach	(No Response)	06/01/2024	0

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IV. Action Plan - Goal 2

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

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

To equip our teachers with the technology skills and the technology tools to fully leverage the benefits that technology offers in the classroom to support Goals 1 & 2.

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.

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

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

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

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

This instructional technology goal will be measured and evaluated ongoingly using a variety of tools and metrics. These will include:

- Brightbytes Clarity Data Gathering
- Qualitative feedback from faculty and administration
- Periodic needs assesemnt forms and surveys sent to staff
- Periodic self assesment forms and surveys sent to staff

6. List the action steps that correspond to Goal #3 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Research	Perform at least 1	Instructional	n/a	06/01/2	0

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IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		brightbytes clarity survey each year to identify needs and evaluate trends.	Technology Coach		025	
Action Step 2	Professional Development	Based on feedback from staff, we will offer a maximum number of self paced pd on demand offerings, as well as 1 on 1 support sessions with our instructional technology specialist. These offerings will be needs based, differentiated and numerous in order to support all teaching faculty. We will integrate Model Schools when possible by offering our sessions in the catalog, and promoting Model Schools sessions to our faculty.	Instructional Technology Coach	n/a	06/01/2025	0
Action Step 3	Research	We will evaluate yearly if there is a new instructional technology tool that would make sense to pilot through our Tech Trailblazers program, as we have in years past.	Other (please identify in Column 5)	Network & Systems Administrator	06/01/2025	5000
Action Step 4	Implementation	Replace remaining aging smartboards and projectors, with modern interactive flat panels	Other (please identify in Column 5)	Network & Systems Administrator	06/01/2025	220000

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

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IV. Action Plan - Goal 3

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

8. Would you like to list a fourth goal?

Yes

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

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1. Enter Goal 4 below:

To build and maintain a performant, secure technology infrastructure capable of supporting bandwidth and access needs in the current and near term, and capable of scaling to support these needs in the long term to support Goals 1, 2 & 3.

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

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

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

- All students
- 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.

This instructional technology goal will be measured and evaluated ongoingly using a variety of tools and metrics. These will include metrics and reporting within the management tools provided by our network systems. With regard to network performance and network capacity, these tools will be used to monitor the performance of district infrastructure systems. This data will be combined with district plans and initiatives to establish future capacity needs. Funding sources will be aligned with future needs in order to ensure adequate capacity on an ongoing basis.  
Security

6. List the action steps that correspond to Goal #4 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Action Step 1					

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IV. Action Plan - Goal 4

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Research	Most, if not all, of our network hardware infrastructure is currently fully capable of supporting instructional needs in the current and near term. We will monitor growth in order to forecast future need.	Other (please identify in Column 5)	Network & Systems Administratort	06/01/2025	0
Action Step 2	Infrastructure	Replace core switches to provide additional capacity and extended support lifespan	Other (please identify in Column 5)	Network & Systems Administratort	07/01/2022	40000
Action Step 3	Infrastructure	Refresh Wireless Network in order to increase performance and density and extend supportability.	Other (please identify in Column 5)	Network & Systems Administratort	07/01/2023	215000
Action Step 4	N/A	na	N/A	na	06/01/2022	0

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	(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)

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

IV. Action Plan - Goal 4

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

Our staff use instructional technologies to provide opportunities for student exploration and creation in their classes. Educators use available devices and software to provide direct and blended instruction to students about their content areas. Students are also offered more choice in demonstrating their knowledge through projects utilizing approved technologies. For instance, where a class may have once required a written paper as a final assessment for a unit, now that same class offers students the option to create an expression of their learning through multimedia (i.e. a video, slideshow, podcast, etc.). Students thus are no longer just consumers of the learned content, but also producers of new works demonstrating their comprehension of the learned content. In doing so, many of our staff are working towards reaching higher levels of the SAMR Model of technology integration in their classroom instruction than previously. The use of instructional technology in our district provides our students with a challenging and engaging learning environment to learn their academic standards in.

2. **Explain the strategies the district plans to implement to address the need to provide equitable learning "everywhere, all the time" (National Technology Plan). Include both short and long-term solutions, such as device access, internet access, human capacity, infrastructure, partnerships, etc.**

The district will continue to expand 1:1 device access for additional grade levels.

We will also continue to leverage the emergency connectivity fund as long as it continues to be available. We will utilize ECF to support connectivity outside of the school, including hotspots as well as to complete a bus wifi initiative that is currently underway, which will allow students to access while on schoolbuses.

We will watch for possible revisions to e-rate that would be able to support these connectivity needs as well. We are hopeful that recent releases from the FCC are an indication that e-rate may expand to support these scenarios, including school bus wifi and others.

As always, the district will continue to monitor performance and capacity of our on premise, school network to ensure that it meets current and near term needs. Expansion will be planned based on observed trends and other district initiatives.

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.**

IEPs and 504s are considered for each student and appropriate assistive technologies are assigned per case. Students who require text-to-speech or speech-to-text are provided these supports via their 1:1 chromebook and pre-loaded software. Students with visual impairments have contrast, magnification, and other supports as necessary in their plans.

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

- Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through a class website or learning management system).
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Assistive technology is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill.
- Learning games and other interactive software are used to supplement instruction.
- Other (please identify in Question 4a, below)

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V. NYSED Initiatives Alignment

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5. Please select the professional development that will be offered to teachers of students with disabilities that will enable them to differentiate learning and to increase student language and content learning through the use of technology. Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

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

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

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

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

Yes

7a. If Yes, check one below:

In the 5 languages most commonly spoken in the district

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

(No Response)

**2022-2025 Instructional Technology Plan - 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.**

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

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## V. NYSED Initiatives Alignment

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

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

**2022-2025 Instructional Technology Plan - 2021**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](mailto:edtech@nysed.gov).

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

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1. Staff Plan

Provide the Full-Time Equivalent (FTE) count, as of plan submission date, of all staff whose primary responsibility is delivering technology integration training and support and/or technical support.

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	1.00
Technical Support	1.00
<b>Totals:</b>	<b>3.00</b>

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	345,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	NA
2	Network and Infrastructure	n/a	255	One-time	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	ecf, when possible

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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 <input checked="" type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input checked="" type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	N/A	n/a	0	N/A	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input checked="" type="checkbox"/> N/A	na
4	N/A	n/a	0	N/A	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	n/a

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input checked="" type="checkbox"/> N/A	
<b>Totals:</b>			<b>345,255</b>			

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.fondafultonvilleschools.org/services/technology/>

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



2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

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1. Please choose one or more topics that reflect an innovative/educational technology program that has been implemented for at least two years at a building or district level. Use 'Other' to share a topic that is not on the list.

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

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

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

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

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

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

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	Name of Contact Person	Title	Email Address	Innovative Programs
				<ul style="list-style-type: none"> <li>Learning with Technology</li> <li><input type="checkbox"/> Infrastructure</li> <li><input type="checkbox"/> OER and Digital Content</li> <li><input type="checkbox"/> Online Learning</li> <li><input type="checkbox"/> Personalized Learning</li> <li><input type="checkbox"/> Policy, Planning, and Leadership</li> <li><input type="checkbox"/> Professional Development / Professional Learning</li> <li><input type="checkbox"/> Special Education Instruction and Learning with Technology</li> <li><input type="checkbox"/> Technology Support</li> <li><input type="checkbox"/> Other Topic A</li> <li><input type="checkbox"/> Other Topic B</li> <li><input type="checkbox"/> Other Topic C</li> </ul>
Please complete all columns	(No Response)	(No Response)	(No Response)	<ul style="list-style-type: none"> <li><input type="checkbox"/> 1:1 Device Program</li> <li><input type="checkbox"/> Active Learning Spaces/Makers paces</li> <li><input type="checkbox"/> Blended and/or Flipped Classrooms</li> <li><input type="checkbox"/> Culturally Responsive Instruction with Technology</li> <li><input type="checkbox"/> Data Privacy and Security</li> <li><input type="checkbox"/> Digital Equity Initiatives</li> <li><input type="checkbox"/> Digital Fluency Standards</li> <li><input type="checkbox"/> Engaging School Community through Technology</li> <li><input type="checkbox"/> English Language Learner</li> <li><input type="checkbox"/> Instruction and</li> </ul>

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

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

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