

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 09/10/2021

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

Betsy Hardy

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

Director of Technology

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

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

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1. What is the overall district mission?

The mission of Fillmore Central School District is to provide a student centered and community supported learning environment that enables students to achieve personal excellence, both academically and behaviorally, and fosters life-long learners who are responsible, caring and productive citizens. Fillmore CSD will be a model regional school where all students learn, grow, and succeed, by using technology as a learning tool, by providing diverse learning opportunities, by inspiring academic excellence and by maintaining fiscal stability.

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

Fillmore Central School's vision for the Board of Education, administrators, teachers and staff includes:

Instruction and Learning: be responsive to the needs of the students, staff, and community to deliver instruction that is dynamic and flexible by identifying and closing academic gaps with focus on priority standards. Increasing student engagement, making instruction more meaningful, relevant, and rigorous with the result of increasing student achievement across all grade levels will continue to be our school's goal. The district plan will maximize digital learning opportunities that prepare students for success in college, career, and citizenship.

Technology: Expand the use of technology tools that will transform teaching to enable personalized learning, lead to high student engagement, and empower students as learners in any environment. Technology will be an integral part of learning for anytime, anywhere education and to help teachers individualize instruction to meet students where they are at.

Culture: Maintain and improve upon a safe, secure, learning environment with the use of technology that meets academic, physical and emotional needs of all students and staff members. Students and staff will practice responsible use of technology and other resources committing to responsible global citizenship.

Communication: Identify and implement new means of communication through the use of technology to communicate effectively within school and with the community. Digital resources will allow teachers and students to connect and collaborate with others and with the community.

Through diversified and engaging curriculum, Fillmore CSD students will:

- think critically by gathering and processing information through various sources, strategies and technologies.
- demonstrate responsible citizenship by interacting with society in a cooperative, productive, safe and informed manner.
- communicate effectively by using a variety of media and methods for diverse audiences and purposes.

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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 following stakeholder groups will work together to meet the goals of the Fillmore CSD instructional technology plan:

- The Fillmore Central School Board of Education
- The FCS Administrative team consisting of the Superintendent, Elementary Principal, Curriculum Coordinator, District Data Coordinator, M/HS Principal, Director of Technology, Chief Financial Office, Data Privacy Office and the Director of Special Education
- The FCS Technology Committee, which includes a representation of elementary, middle, and high school teachers and students
- The FCS Parent Teacher Organization
- The FCS Student Council
- The FCS Library Committee

The Instructional Technology Plan will be implemented across all grade levels to ensure that FCS students achieve the skill levels that will enable each student to utilize his or her full potential to be college and career ready. The FCS Administrative team meets weekly to plan professional development opportunities for teachers to focus on personalized learning with technology integration to promote student achievement through different models of instruction. Teachers have access to professional development monthly and during the summer months to help expand their curriculum to utilize technology for anytime, anywhere learning. Grade level team meetings are held weekly to analyze student data to align curriculum and instruction to best support students and to help guide the Curriculum Coordinator on staff development needed.

The FCS Technology Committee will meet quarterly to make suggestions and recommendations for instructional technology strategies. The committee will identify the technology skills students are lacking to be successful and explore ways to better equip students with the knowledge and tools for higher achievement. The work of this committee focuses on the support of technology infrastructure development as well as educational technology implementation and their effect on all staff and students. Recommendations for new technology equipment or software is shared with the FCS administrative team to consider innovative and fiscally responsible ways to acquire classroom technology and resources. Committee meeting minutes are recorded and shared with the Administrative Team.

The Fillmore Board of Education will meet monthly with the Administrative team to provide input and feedback on technology integration, student achievement, professional development workshops, and technology updates. The BOE will approve all policies and staff changes related to technology, as well as establish policies for adequate financial resources for high-quality digital resources and technology. Board minutes are posted on the school website each month.

A member of the Administrative team will meet monthly with the Parent Teacher Organization to discuss any school reform initiatives. This will allow parents the opportunity to share concerns and have a voice in the decision-making process of any school improvements and activities. The instructional technology plan process will be shared with the PTO as an important stakeholder for input and suggestions of technology improvements. The PTO minutes are posted on the school's website for the community to stay up-to-date on any school initiatives.

The Technology Director will meet quarterly with the Fillmore Student Council to gather input on technology needs for students. During the planning process in developing this Technology Plan, the Student Council will be a part of the decision making for technology ideas and upgrades.

The Library Committee is an important stakeholder in technology integration and purchases, and meetings are held quarterly to discuss technology needs. The Library Media Specialist is also the Technology Teacher, so gaining input from this committee is integral to the Instructional Technology Plan. The Library Media Center is where all 1:1 devices are signed out to students, re-enforcing the importance of keeping up-to-date on any technology recommendations.

All FCS stakeholders will utilize the Fillmore CSD technology goals and the NYSED technology goals as guiding principles in the planning process for instructional technology at FCS. The NYSED technology goals include:

- Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning;
- Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning;
- Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences;
- Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders; and
- Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.

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

Fillmore CSD will expand on the current school goals and focus on instruction and learning that is responsive to the social and emotional needs of students, staff and the community and deliver flexible digital instruction. The design of digital curriculum will respond to learner variability improving on personalized and self-directed learning for all students in any environment.

Fillmore will continue the work of 1:1 student device usage, while designing learning environments that are flexible to accommodate the needs of a range of learners. Technology has become more deeply integrated in learning strategies where students are more often expected to use their device to collaborate, communicate, and learn from home.

Previously, 1:1 devices were used as needed in the classroom, but the instructional plan now includes devices being used as an integral part of each class. Teachers will have available software that will provide real-time snapshots of student progress, allowing for differentiation of instruction to occur. Students will use the 1:1 devices to produce information and demonstrate mastery of learning, rather than simply for consuming information. The Smart Schools Funds were used to purchase the initial 1:1 devices district-wide. The second round of Smart Schools was recently used to replace the three-year old devices that no longer were under warranty. These devices will be replaced again in three years through grants and district funds. Upgrades will be made to the FCS technology infrastructure and cloud systems as needed to meet the increasing demand for online access to digital resources for productivity. The school Internet connectivity and wireless access will continue to be monitored and improved to meet the high demand of anytime, anywhere learning and 1:1 device usage. Five outside Internet Access Points will be kept up-to-date to cover the entire surrounding of the school building for 24/7 high-speed Internet access. Fillmore will also continue their partnership with two Internet Service Providers who are providing free Internet access at two locations in the community for families who are farther away from the school to have access to high-speed Internet.

Lastly, additional storage space in the network closets will be added to allow for the increase in online student work to be saved to the cloud and new network switches will replace the older switches to allow for a faster and more reliable network connection. With more online learning and cloud-based technologies in our district, having a reliable network connection is critical.

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

Professional development opportunities have been put in place to respond to teacher needs and the changes in educational technology since the pandemic. The district has provided opportunities for teachers to increase their understanding of Office 365, Teams, Zoom, Seesaw, Google Classroom and other collaborative resources to meet the challenges of remote learning. In the last year, the district has increased the amount of online professional development offerings to staff to effectively meet the needs of remote learners. A majority of the professional development took place virtually, which also increased the skills of our teachers. The increased use of technology by teachers during the closure of schools in March 2020 for remote learning has accelerated teachers' integration of technology tools to enhance instruction and their curriculum.

In the past year, the district installed five outdoor access points to provide strong Internet coverage in the parking lots of the school. Families and the community were able to use the Wi-Fi free of charge anytime of the day. Also, in working with local Internet Service Providers, they provided access points in the parking lots of two Fire Halls to also provide Internet access to families and the community in rural areas of our school district. Five of the school's buses have Wi-Fi installed on them, and these were also stationed in parking lots to help families gain access to instruction virtually during the school closure. These Wi-Fi locations remain in place for families and the community to have access to high-speed Internet.

Additional devices (iPads) were purchased for PreK students, as only a mobile iPad cart was available to them prior to the school closure. In the past, Kindergarten through 4th grade did not take iPads home, but during the school closure and remote learning, iPads now go home with PreK-4 students and laptops go home with 5-12 students as needed. The virtual learning required the tech staff and teachers to develop training videos on iPad and laptop use. The training videos and tutorials were embedded onto the school website to help families provide support to their children on their devices. Additional parent support was provided during Parent Teacher Organization meetings that were held virtually, which also provided time for technical support. These PTO meetings continue to be held monthly and FCS administrators attend to help support parents with instruction and technology needs.

In the classroom and in line with the district's vision for personalized learning, there have been more examples of students creating and sharing their learning using technology. Opportunities for using technology for project based learning and real world tasks have also increased over the last year. Teachers and students collaborated through Microsoft Teams, Seesaw, Class Dojo, Zoom and Google Classroom. Students became accustomed to submitting school work online. Over the next three years, continuing this use of technology will be a high priority of the Technology Planning as well as providing ongoing professional development that makes use of online, hybrid, video conferencing, and blended learning.

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.

Being responsive to the needs of students, staff, and the community to deliver instruction that increases student achievement across all grade levels, Fillmore CSD conducts an extensive annual Gap Analysis. Using scores from the NYS Math and ELA assessments in 3-8, iReady assessments K-8, and Regents exam results, the district is able to identify key areas to be addressed from year to year in instruction. Grade level and Standard area teams work to analyze assessment results to determine congruence between student and teacher needs in the Fillmore Central School District.

Annual Goal: Every PreK-12 teacher and administrator will attend and or actively participate in professional development activities, conducted by SED approved contractors, an average of 20 hours per school year (100 hours over 5 years) to address identified areas of instruction needs.

- Every PreK-12 teacher and administrator will write at least two annual, self-directed goals that will focus on the areas of instruction and technology.
- All personnel will receive training in Cyber Security Ed Law 2D.
- All teachers new to the district will be assigned a mentor for a minimum of one school year.

Professional Development Activities: In alignment with the district's Smart Schools Investment Plan, all teachers and staff will continue to receive professional development opportunities that will help sustain the implementation of the 1:1 devices for PreK-12 students. The professional development committee and administration have determined that professional development activities will encompass, but will not be limited to the following types of activities to fulfill their professional development hours.

- Workshops/conferences
- Curriculum development and alignment
- Peer review activities
- Mentoring activities
- Superintendent's day in-service trainings
- Standard team meetings
- Parallel assessment development

Training in the use of educational technology and technology integration will include:

- Workshops offered onsite and offsite
- Online trainings
- Self-tutorial programs
- Peer coaching
- Working with consultant in a classroom to introduce new initiatives
- Professional book study
- 1:1 tutorials

Specific professional development programs to be implemented will include:

- Differentiated instruction
- SmartBoard integration training
- ViewBoard integration training
- Technology integration
- Microsoft Office 365 integration
- Microsoft Teams training for remote/blended learning
- Moodle training for remote/blended learning
- iPad training - Apple Classroom, instructional video development, lecture recording, collaborative study sessions, accessibility for students with disabilities, annotating and grading to provide student feedback
- Seesaw and Class Dojo tutorials for family communication
- Virtual Field Trip training
- Zoom tutorials for remote/blended learning
- Direct reading instruction
- iReady and Accelerated Reader trainings for student diagnostic and assessments
- Reading Eggs tutorials
- Fountas & Pinnell and Learning Ally for reading and literacy intervention
- Vex Robotics and Lego Robotics

All professional development will align with the NYSED Instructional Technology goals and in response to annual technology surveys that are collected from teachers/staff on training needs requests or technology resources that require additional training for understanding. Each teacher will provide a list of his/her areas of technology weakness in the survey so targeted professional development can be planned. Team level meetings will provide data of where teachers need additional training or guidance for technology integration to meet students where they are at. With the support of Erie 1 BOCES and CA BOCES Cosers with Model Schools and GST BOCES STEM Coser, targeted trainings are developed in response to

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the tech surveys, faculty and team meetings.

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

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Overview: In this new section, the District is asked to outline the extent to which they have achieved, at the local level, goals put forth in the 2010 Statewide Learning Technology Plan.

- 1. Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.**
The district has met this goal:
Significantly
- 2. Digital Use – The District’s learners, teachers, and administrators are proficient in the use of technology for learning.**
The district has met this goal:
Significantly
- 3. Digital Capacity and Access – The District’s technology infrastructure supports learning and teaching in all of the District’s environments.**
The district has met this goal:
Significantly
- 4. Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.**
The district has met this goal:
Significantly
- 5. Accountability – District-level information is posted on the District website, is easy to access, and is easily understood. Information provided includes the results achieved by the District in their efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life.**
The district has met this goal:
Significantly

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IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Increase the implementation and the use of technology to deliver instruction that is dynamic and flexible to support student achievement and engagement. The 1:1 technology will be an integral part of each class with seamless integration for teaching and learning.

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.

Fillmore will sustain the 1:1 device assignment to all PreK-12 students by following a 3-5 year technology replacement plan. PreK through 4th grade students will have iPads updated every 4 years and grades 5-12 students will have laptops replaced every 3 years when the accidental warranties run out. Teachers will be assigned two devices, either two laptops, a laptop and a desktop, or a laptop and an ipad. These devices will be replaced every 5 years. Providing teachers with two devices allows them to take a device home or to professional development trainings, while leaving a laptop in the classroom connected to the SmartBoard for interactive learning to take place at all times.

Data tracking tools will be purchased to track daily usage of technology and digital resources in addition to track inventory to stay within the Fillmore technology replacement plan. The Technology Office will track all inventory through the purchase of Lansweeper. All IT assets connected to the Fillmore network can be tracked in this centralized database. Lansweeper also allows the technology staff to push out any new digital resources to all the laptops in the building without having to collect them from students. The purchase of the Enterprise Mobility Manager will allow the technology staff to track all iPads and push out any apps for student learning. The purchase of Excel/Office 365 will also be used to track all technology purchases to develop and maintain the 1:1 technology replacement schedule. These data tracking tools will help the Fillmore technology department analyze technology usage and provide teachers with the instructional technology and software needed to seamlessly integrate technology into the classroom. The Fillmore administrative team will work with CABOCES to develop a Professional Development schedule for technology integration and the proper use of digital resources to support digital learning. The CABOCES Model Schools team and the Instructional Support team will work with elementary grade level teachers and with high school subject matter teams to develop a plan to continue to integrate digital resources into daily classes. The professional developers will visit Fillmore monthly to analyze the level of technology integration in classrooms and scaffold their training to improve technology-rich instruction in each classroom. Data tracking tools will be purchased to track daily usage of technology and digital resources plus to track inventory to stay within the Fillmore technology replacement plan.

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IV. Action Plan - Goal 1

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

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Implementation	Digital tools and resources will be implemented with all students and staff. K-12 teachers will continue to use the 1:1 devices and Smart Boards to enhance curriculum to help engage students in the learning process. Laptops and iPads will be updated every 3-4 years when device warranties run out. All teacher devices will be replaced every 5 years to sustain the 1:1 initiative.	Classroom Teacher	Director of Technology	09/06/2022	\$360,000.00
Action Step 2	Professional Development	The Curriculum Coordinator and Technology Coordinator will work together to develop a Professional Development plan to help teachers remain experienced in integrating technology into daily instruction. The CABOCES Model Schools team and the Instructional Support team will work with elementary grade level teachers and with high school subject matter teams to develop a plan to integrate digital resources into daily classes. Fillmore CSD will continue to be part	Curriculum and Instruction Leader	Director of Technology	09/06/2022	\$222,081.00

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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
		of the CABOCES Model Schools and Professional Development Cosers to continue this monthly support with teachers for technology integration.				
Action Step 3	Purchasing	Data tracking tools will be purchased to analyze all IT assets and their usage. Lansweeper will be utilized to provide a centralized database of all technology connected to the Fillmore network and to manage all the laptops in the district. Enterprise Mobility Manager will also be purchased to manage all the iPads in the district. A Microsoft Excel spreadsheet will also be used to track all purchases to develop and maintain the technology replacement schedule.	Director of Technology	Business Manager	09/06/2021	\$14,400.00
Action Step 4	N/A	N/A	N/A	N/A	10/07/2021	N/A

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	N/A	(No Response)	N/A	(No Response)	(No Respo	(No Response)

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IV. Action Plan - Goal 1

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

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IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

Increase access to high quality digital resources ensuring teacher accessibility to instructional materials that will support technology-rich learning experiences while identifying and closing academic gaps with a focus on priority standards.

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.

- | | |
|--|--|
| <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

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IV. Action Plan - Goal 2

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

The Fillmore administrative team will collect data to be sure teachers and students have the digital resources available to close any academic learning gaps. The team will analyze the digital engagement for all students, instructors and staff through the purchase of ClassLink Analytics+. This data will provide administrators with access usage analytics for all the digital resources used on school-owned 1:1 devices. Student engagement will be evident through a full picture of learning that happens at home or at school. This will provide details on students who may need help, which resources might be underutilized and where to make changes. These metrics will help make decisions on future purchases needed to improve instruction and learning. PreK-12 teachers will utilize digital resources to identify students who are at risk to provide intervention to improve specific skills of students. Digital tools will provide data to grade level teams to monitor student progress and to empower teachers to adjust the intensity of interventions depending on student needs. Curriculum will be adjusted by using iReady for diagnostic assessments to measure proficiency of individual students and to help teachers make informed instructional decisions to engage students in their learning. Flexible, standards-based instruction and practice is available through iReady to deliver precise instructional pathways to engage, motivate and personalize instruction. iReady will address learning gaps and provide scaffolded supports for students and inform instruction.

Grade level meetings will be led by the building Principal to analyze student diagnostic assessment data. Informed decisions regarding student performance will take place and interventions will be assigned. In response to Fillmore's Response to Intervention Service Plan, strategies for instruction and additional support resources will be planned to deliver high quality instruction to meet the needs of diverse learners. The grade level teams will analyze supplemental digital resources for targeted instruction.

With the data from iReady and weekly grade level meetings, Fillmore teachers will utilize additional digital resources that will target reading, comprehension/vocabulary, math, writing, and behavior. The following resources will be available for teachers to further fill any learning gaps: Learning A-Z, Fountas & Pinnell Guided Reading and Literacy Intervention software, Accelerated Reader, SumDog for Math intervention, Microsoft O365, Gizmos, Learning Ally, Math Modules, State Assessments, Castle Learning and ESGI, which provide real-time student data for individual students or for an entire class. With the data from the supplemental resources, teachers and building principals will have evidence of student progress and whether additional digital resources will be needed. The data will be used to evaluate programs and interventions needed to help school leaders and teachers adjust strategies if needed.

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	Purchasing	The purchase of ClassLink will provide metrics on the use of technology and the current digital screening tools to support the integration of 1:1 technology to the extent possible, and then additional digital tools that might be necessary will be analyzed to improve student achievement.	Director of Technology	Business Manager	09/06/2022	\$7,485.00
Action Step 2	Curriculum	PreK-12 teachers will	Classroom	Building Principal	09/06/2	\$66,676.50

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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
		utilize iReady curriculum as a comprehensive assessment and instruction program to identify any learning gaps and to guide personalized instruction for student achievement.	Teacher		022	
Action Step 3	Planning	PreK-12 grade level teams will meet with building principals weekly to analyze and monitor student progress and plan strategies for improvement. Follow up interventions will be put in place utilizing additional digital resources to close learning gaps.	Classroom Teacher	Building Principal	06/30/2025	\$0
Action Step 4	Curriculum	The following digital resources will be available for PreK-12 teachers to use for supplemental resources in response to the RTI plan and to increase student achievement: Learning A-Z, Fountas & Pinnell Guided Reading and Literacy Intervention Software, Accelerated Reader, SumDog, Microsoft Office 365, Gizmos, Math Modules, Learning Ally, ESGI, and Castle Learning.	Classroom Teacher	Director of Technology	09/06/2022	\$75,289.50

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.

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

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IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

Maintain a robust District network infrastructure that provides a safe and secure learning environment for all students and staff.

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

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

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

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

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

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

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

The upgrade and expansion of our core infrastructure is key to maintaining a growing district. The Fillmore school network includes:

- broadband access to high-speed Internet in and out of school
- access to mobile devices that require wireless access points in every classroom and hallway
- network closets and server rooms holding the backbone for data communications and content storage
- data privacy and security hardware and software to protect student and teacher records and personally identifiable information

Reliable broadband Internet will be maintained and upgraded regularly with the support of Erie 1 BOCES network team. Through the use of eRate and district funds, improving the speed of access to the Internet will be a high priority at FCS. Fillmore will continue to purchase a Gigabit Ethernet Telecom Circuits.

Maintaining and updating the five wiring closets and server rooms is also a priority at FCS with the support of Erie 1 BOCES. Fillmore purchases .2 FTE of a Senior Microcomputer Technical Support Specialist as well as Mandatory Network Equipment support and Network Maintenance from Erie 1 BOCES.

To stay within compliance of the NYS Education Law 2d, FCS will train staff and students annually on the importance of Digital Security. Fillmore also purchases three layers of web security, including the district content filter, Enhanced Cybersecurity Fortinet Network Firewall, and Lightspeed Relay to protect students, school, staff, and visitors while on the school's network. Fillmore will also continue to purchase Impero software for classroom management, computer usage monitoring, and keyword detection to keep students safe while online.

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.

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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 1	Infrastructure	Maintain the high-speed wireless connectivity in every classroom and instructional space in the school building school by utilizing eRate funds to update and improve the WAN hardware and annually sustain the district's Gigabit Ethernet Telecom Circuits.	Director of Technology	Erie 1 BOCES Sr. WAN Technical Specialist	08/31/2022	\$99,595.61
Action Step 2	Purchasing	FCS will purchase reliable broadband Internet as well as purchase the maintenance support necessary to maintain the robust network at FCS.	Business Official	Erie 1 BOCES Sr. MicroComputer Technical Support Specialist	08/31/2022	\$154,936.47
Action Step 3	Data Privacy	Purchase maintenance support of Impero Software to keep students featuring keyword detection, provide instructional and monitoring tools, share documents, and improve efficiency for the technology team ensuring maintenance is performed with ease.	Director of Technology	Teachers	09/06/2022	\$7,515.00
Action Step 4	Cybersecurity	Annually purchase and maintain 3 layers of web security, including the district content filter, Enhanced Cybersecurity, and Lightspeed Relay to protect students, school, staff, and visitors.	Director of Technology	Business Official	07/01/2022	\$30,208.50

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #3 from your answer to Question 1, above.

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

8. Would you like to list a fourth goal?

No

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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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.

Technology has become the core to providing engaging lessons in Fillmore district classrooms. Interactive Displays are available in every classroom, which supports the projection and interaction of curriculum on a daily basis. Fillmore teachers utilize Smart Notebook, Nearpod, Flocabulary, Office 365 and other various interactive software to engage students in lessons and to assess student understanding.

PreK-12 teachers use data to drive instruction by implementing formative assessments to identify any learning gaps. Electronic assessments happen at least weekly through the use of the district's 1:1 technology to measure student achievement. Using iReady, Office 365, and Nearpod assessments, grade level teachers work with building level principals on a weekly basis to analyze student data to adjust instruction to support improved outcomes. Fillmore students use their assigned device daily in a variety of ways to support learning. Providing our students with 1:1 technology offers teachers effective ways to reach different types of learners and assess student understanding through multiple means. Students demonstrate their learning through completing bell work, responding to quick checks for understanding and completing homework. Students use devices to engage in real-world learning and research, program robotics, watch virtual field trips, and listen to electronic books to check their understanding and build their technology skills.

Through the variety of digital resources used in the 1:1 environment, teachers are able to provide multiple pathways to active engagement allowing for frequent interaction and feedback, and connection to real-world learning experiences. Effective technology integration is evident when the use of technology is routine and becomes transparent when achieving curricular goals.

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.

PreK-12 students have a device assigned to them to work within the school building or to take home to complete school work. Fillmore school has high-speed Internet access with a Gigabit of dedicated broadband access to the district. Each classroom, all hallways, and all learning spaces in the district have an updated access point.

Fillmore will use E-Rate funds to continue upgrading network infrastructure within the building. This will include upgrading network switches in our designated network closets. Fillmore Central School will also assess current network utilization, and provide additional resources as needed to meet the requirements to handle devices on the network.

For out of district usage of devices, Fillmore installed 5 high-speed access points in all parking lots around the school building for anytime access for students, families, and the community. Also, in working with local Internet Service Providers, 2 local fire departments have an access point in the parking lots for rural access. Lastly, 5 Fillmore school buses have high-speed access points installed for students who have long bus rides home, for students traveling to and from sporting events, and for trips to any extra-curricular event.

Fillmore Central School will continue to work with external companies to provide necessary resources for students without internet access. Teachers will work with students to establish learning plans that include downloading resources to 1:1 provide devices to meet needs when internet is not readily available.

Fillmore will continue to assess student access by collecting an annual Digital Equity Survey to determine solutions for students/families who do not have Internet access. After school programs will be available for those students who need the Internet to complete assignments. If students still are unable to complete any online work due to no access, allowing 1st period study halls or AIS to students so that they submit work that was done offline will be put in place.

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.**

Instruction using Technology is differentiated to meet the needs of students with disabilities in numerous ways. The following assistive technology and software are used at Fillmore CSD:

-Through the utilization of Technology, and the 1:1 device distribution from Smart Schools, individualized instructions are emailed or posted directly to individual students based on their needs through multi modal instructional methods. For example: If a student gets a reduction in their writing load, the teacher can adjust this quickly and post in Teams directly to that student without anyone else knowing or email this to them depending on teacher choice.

-Teachers use other formats to have students show their understanding of information such as videos, **Kahoot, Sway, PowerPoint**, etc.

-When students are reading novels for classes or independent reading, utilization of tools such as **Learning Ally** or **Audio books** support differentiation of reading supports. They can listen and follow along with the book as well as obtain the information needed to keep up with where the class is. Questions can be answered in Teams chats, Word documents through utilization of **Immersive reader** and **Speech to text**, or **Videos** sent to individual students depending on the work load.

- To review content for a test or a quiz or to pre-teach information for students, apps such as **Kahoot, Nearpod**, and **Quizlet** work well. With Kahoot there are several options that are used to differentiate instruction as well-the number of slides, types of information in the slides, amount of information on the slides. With the use of the SmartBoards in classrooms that was part of the Smart Schools Plan, teachers and students are able to view the Kahoot, Nearpod and Quizlet results together for conversation and reflection.

- Other aspects that support student learning without internet at home is having the Speech option turned on in desktop mode of **Microsoft Word** so it can Read Aloud word documents for students who have supports read to them. This allows students to do homework independently and access even without internet as long as downloaded prior.

-**Natural Reader**-students can use as a desktop app or an add on through internet. Students can upload a document and have it read to them for text to speech option.

-In **Microsoft Word** online version there is the ability to use speech-to-text for writing of sentences and paragraphs for students who have accommodations of writing. This is easily used in a space where students can spread out and separate. Most readily used on homework assignments or longer assignments where the students can be working independently and then review with the teacher.

-**Microsoft Teams**-through Teams you can assign **Forms, the app Loom -videos** to watch, homework checklists, and **Immersive Reader** assignments for differentiated supports. All of these allow for visuals, audio, as well as specific to each student in a channel where no one else can see that students modifications. This can also be used for any student if they have a broken arm, need extra time for being out sick, etc.

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

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

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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

- | | |
|---|--|
| <input 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.

No

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

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

- | | |
|---|---|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom | <input checked="" type="checkbox"/> Electronic communication and collaboration |
| <input type="checkbox"/> Research, writing and technology in a digital world | <input 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 checked="" 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 type="checkbox"/> Helping students connect with the world |
| <input checked="" type="checkbox"/> Reading strategies for English Language Learners | <input type="checkbox"/> The interactive whiteboard and language learning |
| <input type="checkbox"/> Moving from learning letters to learning to read | <input type="checkbox"/> Use camera for documentation |
| <input checked="" 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.

<ul style="list-style-type: none"> <input checked="" type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website. <input type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone. <input type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment. <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 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"/> Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions. <input checked="" type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods. <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. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district. <input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed. <input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity. <input checked="" 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 checked="" 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"/> Class lesson plans, materials, and assignment instructions are available to students and families for <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 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. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work. <input checked="" type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./ <input type="checkbox"/> Provide online mentoring programs. <input checked="" type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues. <input type="checkbox"/> Offer a technology/support hotline during flexible hours. <input type="checkbox"/> Make sure technology/support is offered in multiple languages. <input checked="" type="checkbox"/> Other (Please identify in Question 9a, below)
---	---	---

9a. If 'Other' was selected in Question 9 above, please explain here.

Fillmore CSD has hired a Home to School Liasian to support any students at home and to act as the intermediary between parents as well. This position delivers school work and technology to students at home and provides check-ins regularly with the teacher and families.

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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.

- a) 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.
- b) The district uses instructional technology to facilitate classroom projects that involve the community.
- c) 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.
- d) The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- e) 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.
- f) The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- g) Other (please identify in Question 10a, below)

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

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

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1. Staff Plan

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	0.00
Technical Support	1.20
Totals:	2.20

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	Instructional and Administrative Software	N/A	141,967	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input checked="" type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	Professional Development	N/A	222,081	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	End User Computing Devices	N/A	360,000	One-time	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	Network and Infrastructure	N/A	74,413	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" 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 type="checkbox"/> N/A	
Totals:			798,461			

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?**

Yes

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.fillmorecsd.org/Page/2316>

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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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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VII. Sharing Innovative Educational Technology Programs

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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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VII. Sharing Innovative Educational Technology Programs

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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

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