

2018-2021 Instructional Technology Plan - Annually - 2018

I. District LEA Information

Section I - District LEA Information

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

Andrew Potter

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 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

2018-2021 Instructional Technology Plan - Annually - 2018

II. Strategic Technology Planning

Section II - Strategic Technology Planning

1. What is the overall district mission?

“Teach, Believe, Achieve: Fostering a Culture for Success.

In order to prepare students to graduate better prepared to thrive in today’s challenging and rapidly changing global economy, the Franklinville Central School District will empower students to develop their potential with the essential skills for success, such as creativity, innovation, critical thinking, problem solving, communication, and collaboration. Our mission is realized by enabling students to reach their full learning potential in a supportive community designed to meet the needs of all learners.

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

Vision

Franklinville Central School District is committed to encouraging and facilitating the use of technology in ways that support student learning and achievement, improve the efficiency of district operations, and encourage communication among stakeholders within the entire school community. This inclusion of technology will better engage our students in the learning process and enable our students to successfully meet the challenges of our global economy of the 21st century.

To foster life-long learning in our students, information literacy and information technology literacy are basic skills that all students will need to have by the time they graduate. Effective citizens and workers must be able to retrieve and manage information, communicate in a variety of modes, effectively collaborate with others, creatively solve problems, and think critically. Every student will be immersed in technology daily in order to access information, demonstrate understanding, communicate research, solve problems, innovate, and design. Technology will also be used as a means and tool to engage and motivate students to become active participants and learners in the classroom and global society.

3. List three goals that will drive the attainment of the vision.

	List Goals
Goal 1	Provide continuing training to administrators, teachers, and staff in current software, applications, and current technology and how to integrate the technology into the classroom to improve academic achievement.
Goal 2	Provide students with more opportunities to demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
Goal 3	Provide students with varied experiences that allow them to demonstrate a sound understanding of technology concepts, systems, and operations.

4. Do you want to list a fourth goal that will drive attainment of the vision?

No

5. Do you want to list a fifth goal that will drive attainment of the vision?

No

6. 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.

Technology meetings were held for both the elementary school and high school. These meetings were comprised of faculty, community members, administration and principals, and technology members. The goals of the meetings was to discuss educational technology needs and the ways in which areas could be improved – both for the immediate and the future. These meetings brought to light certain areas of needed change and helped to outline priorities of improvement for technology.

The Technology committee also met multiple times to discuss various aspects of technology and its relation, impact, and importance to educational instruction. These meetings, comprised of administration and technology planning staff, delved into more detailed areas of technology planning for the teachers and students. These meetings were important as items were discussed and planning started for technology improvements that would affect and assist teachers for the benefit and advancement of students and their learning.

2018-2021 Instructional Technology Plan - Annually - 2018**II. Strategic Technology Planning**

7. Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision.

Goal 2: Continue to support the integration of advanced 21st Century technology to improve instruction, enhance student engagement, and encourage inquiry and innovation.

Objective:

Franklinville teachers and leaders will utilize a variety of technologies to improve instruction for students and parents, increase student engagement, and promote inquiry and innovation in the classroom and district.

Essential Question:

What technologies exist that can make the largest impact on student/staff achievement?

Activities and strategies teachers and leaders will participate in are:

- Schoology
- PowerSchool
- STEM initiatives
- NYSCATE conference
- Lego/Robotics
- STEM Room
- Local & State Technology Conferences, Workshops, Trainings
- Book Studies
- Faculty Meetings
- Superintendent Days
- Curriculum work/planning

Action:

- Teachers & Leaders will use Schoology to improve communication with students & parents
- A STEM shift will occur within the District
- Teachers & Leaders will continue to utilize a new gradebook program to improve communication about student learning.

How:

1. Administrators and technology integrator will be trained through BOCES workshops and through the Technology Coordinators and Integrators Forum (TCIF).
2. That learning will then be turnkeyed to teachers and staff. Additionally, one-to-one support will be offered as necessary or upon request. Outside consultants will be contacted when additional technology training or support is needed.

8. How will the instructional technology goals be measured and evaluated during and after implementation? Be sure to include any tools or metrics that are part of this evaluation process.

- Utilization of Schoology account to be evaluated during teacher observations.
- Target: 100% participation is expected.
- Increase use of STEM Room including 3D printer, collaboration spaces, LEGO kits, robotics, and Promethean boards. STEM/classroom reservation listing to be evaluated during Technology meetings.
- Target: 80% of the time the room is in use.
- Curriculum/lesson plans incorporate engineering and inquiry based learning to be evaluated during teacher observations.
- Target: 100% in science, social studies, agriculture, technology courses.
- PowerSchool training to be evaluated through attendance records.
- Target: 100% participation is expected.

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2018-2021 Instructional Technology Plan - Annually - 2018

III. Action Plan - Goal 1

Section III - Action Plan

Overview: This section requires specific action steps that will be taken in order to achieve each of the goals presented in Section II of the plan. Each goal will have its own page in the plan. For this page, copy Goal #1, which you listed in Section II, Question 3, and respond to all questions below.

1. Goal #1

Provide continuing training to administrators, teachers, and staff in current software, applications, and current technology and how to integrate the technology into the classroom to improve academic achievement.

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

5. Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies

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

- All students
- Pre-K-2
- Grades 3-5/6
- Middle School
- High School
- Students with Disabilities
- ELL/MLLs
- Migrant students
- Homeless students
- Economically disadvantaged students
- Students between the ages of 18-21
- Students who are targeted for dropout prevention or credit recovery programs
- Other (please identify in Question 3a, below)

4. List the action steps that correspond to Goal #1 from your answer to Question 1, above.

Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Professional Development Arrange for training sessions during staff development/ superintendent days and summer work days.	Building Principal	N/A	June (06)	2021	31500
Action Step 2	Professional Development One on one training and/or small group training throughout the school year during scheduled appointments, collaboration, or after school hours.	Instructional Technology	N/A	June (06)	2021	31500

2018-2021 Instructional Technology Plan - Annually - 2018

III. Action Plan - Goal 1

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	t		Coach				
Action Step 3	Community Partnerships	Introduction to Engineering teacher to seek out community partnerships for authentic learning experiences. Partnerships may include local colleges (such as JCC Mechanical Tech Institute, Alfred State) and local businesses.	Classroom Teacher	N/A	June (06)	2019	3000
Action Step 4	Professional Development	Participate in CA BOCES Coser 517 Model Schools professional development technology training classes.	Curriculum and Instruction Leader	N/A	June (06)	2021	3000

5. 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 - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5							

2018-2021 Instructional Technology Plan - Annually - 2018

III. Action Plan - Goal 1

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	(No Response)	(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)	(No Response)
Action Step 7	(No Response)	(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)	(No Response)

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2018-2021 Instructional Technology Plan - Annually - 2018

III. Action Plan - Goal 2

Section III - Action Plan

Copy Goal #2, which you listed in Section II, Question 3, and respond to all questions below.

1. Goal #2

Provide students with more opportunities to demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

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

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

3. Target Student Population(s)

- | | |
|---|---|
| <input checked="" type="checkbox"/> All students
<input type="checkbox"/> Pre-K-2
<input type="checkbox"/> Grades 3-5/6
<input type="checkbox"/> Middle School
<input type="checkbox"/> High School
<input type="checkbox"/> Students with Disabilities
<input type="checkbox"/> ELL/MLLs | <input type="checkbox"/> Migrant students
<input type="checkbox"/> Homeless students
<input type="checkbox"/> Economically disadvantaged students
<input type="checkbox"/> Students between the ages of 18-21
<input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs
<input type="checkbox"/> Other (please identify in Question 3a, below) |
|---|---|

4. List the action steps that correspond to Goal #2 from your answer to Question 1, above.

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Learning Spaces	Establish a Maker Space in the Elementary Building.	Building Principal	N/A	Oct. (10)	2018	60000
Action Step 2	Learning Spaces	Increase the utilization of the high school Maker Space by scheduling ways to involve more students.	Building Principal	N/A	Oct. (10)	2018	3000
Action Step 3	Professional Development	Train teachers and other Maker Space staff in creative software/applications or other technologies to use in classrooms Hummingbird Kit training, Google SketchUp training, 3-D Printing, etc.	Instructional Technology	N/A	June (06)	2021	3000

2018-2021 Instructional Technology Plan - Annually - 2018

III. Action Plan - Goal 2

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	t		Coach				
Action Step 4	N/A	N/A	N/A	N/A	June (06)	2021	N/A

5. 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 - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	(No Response)	(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)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

2018-2021 Instructional Technology Plan - Annually - 2018

III. Action Plan - Goal 2

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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2018-2021 Instructional Technology Plan - Annually - 2018

III. Action Plan - Goal 3

Section III - Action Plan

Copy Goal # 3, which you listed in Section II, Question 3, and respond to all questions below.

1. Goal #3

Provide students with varied experiences that allow them to demonstrate a sound understanding of technology concepts, systems, and operations.

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

3. Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences

3. Target Student Population(s)

- | | |
|---|---|
| <input checked="" type="checkbox"/> All students | <input type="checkbox"/> Migrant students |
| <input type="checkbox"/> Pre-K-2 | <input type="checkbox"/> Homeless students |
| <input type="checkbox"/> Grades 3-5/6 | <input type="checkbox"/> Economically disadvantaged students |
| <input type="checkbox"/> Middle School | <input type="checkbox"/> Students between the ages of 18-21 |
| <input type="checkbox"/> High School | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Other (please identify in Question 3a, below) |
| <input type="checkbox"/> ELL/MLLs | |

4. List the action steps that correspond to Goal #3 from your answer to Question 1, above.

Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 1	Purchasing Continue with the planned technology replacement schedules to ensure students have access to properly working equipment.	Director of Technology	N/A	July (07)	2021	240000
Action Step 2	Curriculum Additional high school elective (Stage Craft) to give students experience working with sound/lighting equipment and creating special effects.	Building Principal	N/A	June (06)	2018	5000
Action Step 3	Curriculum Review and update current STEM courses including elementary STEAM sessions, Coding I/II, Lego Robotics, VEX Robotics, Intro to engineering, Tech 7 and Tech 8.	Instructional Technol	N/A	June (06)	2020	4000

2018-2021 Instructional Technology Plan - Annually - 2018

III. Action Plan - Goal 3

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
			ogy Coach				
Action Step 4	N/A	N/A	N/A	N/A	May (05)	2021	N/A

5. 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 - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 5	(No Response)	(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)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

2018-2021 Instructional Technology Plan - Annually - 2018

III. Action Plan - Goal 3

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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2018-2021 Instructional Technology Plan - Annually - 2018

IV. NYSED Initiatives Alignment

Section IV - NYSED Initiatives Alignment

1. **Explain how the district use of instructional technology will serve as a part of comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students.**

Franklinville teachers and leaders will utilize a variety of technologies to improve instruction for students and parents, increase student engagement, and promote inquiry and innovation in the classroom and district. Some examples of the activities and strategies teachers and leaders will participate in are; teachers and leaders will use Schoology to improve communication with students and parents, there will be an increase and development of new STEM initiatives within the district using expanded resources and developing stronger connections to the community for students, teacher and leaders will continue to utilize a new gradebook system to improve transparency and communication about student learning.

2. **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 curriculum. Describe how instruction is differentiated using technology to support the individualized learning needs of this student group.**

Differentiation of instruction for students with disability will be obtained using a variety of strategies and techniques. Students who receive additional support through special education or 504 accommodation plans will utilize their district provided Ipad with some supplemental applications. Applications will allow for planning and recording homework, typing electronically into class worksheets, provision of notes in electronic formats, the ability to complete and submit assignments electronically, additional organizational tools and written expression supports, audio access of print materials and ability to utilize text to speech and speech to text systems. In addition assistive technology is provided using both high and low technology options to support instruction in literacy and math. Some student has access to room amplification systems based on individual medical needs and impairments.

3. **How does the district utilize technology to address the needs of Students with Disabilities to ensure equitable access to instruction, materials, and assessments? Check all that apply.**

- 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.
- 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 3a, below)

4. **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 their student language and content learning with the use of technology. Check all that apply.**

- | | |
|---|---|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Using technology to increase options 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 4a, below) |

2018-2021 Instructional Technology Plan - Annually - 2018

IV. NYSED Initiatives Alignment

5. How does the district utilize technology to address the needs of English Language Learners/Multilingual Learners to ensure equitable access to instruction, materials, and assessments? Check all that apply.

- 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/MLL 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 5a, below)

5a. If 'Other' was selected in Question 5 above, please explain here.

Other resources used to support ELL students include programs such as; Reading Eggs, Reading Eggspress, Reading A-Z, Scholastic Online program

6. The district's instructional technology plan addresses the needs of English Language Learners/Multilingual learners to ensure equitable access to instruction, materials, and assessments in multiple languages.

Yes

6a. If Yes, check one.

Other (please explain in Question 6b, below)

6b. If 'Other' was selected in 6a, above, please explain here.

The district currently has only one student with a need for ELL services. When ELL students enroll in district we would utilize BOCES support services and follow their guidance and direction for instructional technology supports that are needed for the student(s) instruction, materials or assessments. When those needs are identified we provide those supports as appropriate.

7. Please select the professional development that will be offered to teachers of English language learners/multilingual learners that will enable them to differentiate learning and to increase their student language and content learning with the use of technology. Check all that apply.

- | | |
|--|--|
| <input type="checkbox"/> Technology to support writers in the elementary classroom | <input type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input type="checkbox"/> Technology to support writers in the Secondary classroom | <input type="checkbox"/> Electronic communication and collaboration |
| <input type="checkbox"/> Research, writing and technology in a digital word | <input type="checkbox"/> Promotion and model digital citizenship and responsibility |
| <input type="checkbox"/> Writing and technology workshop for teachers | <input type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input type="checkbox"/> Enhancing Children's Vocabulary Development with technology | <input type="checkbox"/> Web authoring tools |
| <input type="checkbox"/> Writer's workshop in the Bilingual classroom | <input type="checkbox"/> Helping students connect with the world |
| <input 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 type="checkbox"/> The power of technology to support language acquisition | <input checked="" type="checkbox"/> Other (please identify in Question 7a, below) |
| <input type="checkbox"/> Using technology to differentiate instruction in the language classroom | |

2018-2021 Instructional Technology Plan - Annually - 2018

IV. NYSED Initiatives Alignment

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

The professional providing differentiated learning to increase our ELL student for language and content learning with Technology is a BOCES employee and receives professional development through her employer. The teacher does have access to any district provided professional development available to staff as well as the opportunity to request additional or specialized training or professional development if requested.

8. How does the district use instructional technology to facilitate culturally-responsive instruction and learning environments?

- 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.
- The district does not use instructional technology to facilitate culturally responsive instruction.
- Other (please identify in Question 8a, below)

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2018-2021 Instructional Technology Plan - Annually - 2018

V. Administrative Management Plan

Section V - Administrative Management Plan

1. Staff Plan

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional support	1.00
Technical Support	1.80
Totals:	3.80

2. Investment Plan

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
1	Professional Development	N/A	63,000	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 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	Network and Infrastructure	N/A	63,000	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 checked="" type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools	N/A

2018-2021 Instructional Technology Plan - Annually - 2018

V. Administrative Management Plan

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
					<input type="checkbox"/> 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	240,000	Annual	<input checked="" 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 checked="" type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	Staffing	N/A	18,000	Both	<input 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
Totals:			384,000			

2018-2021 Instructional Technology Plan - Annually - 2018V. Administrative Management Plan

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 (There are no non-public schools in the district)

4. **Please indicate whether or not the district has a public website.**

The district has a public website.

- 4a. **Provide the URL of the district's public website.**

www.tbafcs.org

5. **Please indicate whether or not the district has assigned a specific person with responsibility for Information Security.**

Yes

- 5a.

If 'Yes' was selected in Question 5 above, please identify the responsible person's title.

Director of Technology

6. **Please indicate whether or not the district has assigned a specific person with responsibility for Information Privacy.**

Yes

- 6a. **If 'Yes' was selected in Question 6 above, please identify the responsible person's title.**

Director of Technology

7. **Has a district-wide information security and/or privacy audit ever been performed in the district?**

No

8. **Does the school district provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms?**

Yes

9. **Does the school district provide for educating minors about cyberbullying awareness and response?**

Yes

10. **Does the district have an Internet Safety Policy?**

Yes, and I will upload the policy.

- 10a. **Please upload the district's Internet Safety Policy.**

Policy 8271 Internet Safety-Content Filtering.pdf

11. **Does the district have a Cyberbullying Policy?**

Yes, and I will upload the policy.

- 11a. **Please upload the district's Cyberbullying Policy.**

Policy 3410 Code of Conduct - Cyberbullying.pdf

12. **Does the district have a Parents' Bill of Rights for Data Privacy and Security?**

Yes, and I will provide the URL to the Parents' Bill of Rights for Data Privacy and Security.

- 12a. **What year was the Parents' Bill of Rights for Data Privacy and Security policy first posted?**

2014

2018-2021 Instructional Technology Plan - Annually - 2018

V. Administrative Management Plan

12b. Please provide the URL to the district's Parents' Bill of Rights for Data Privacy and Security.

<http://www.tbafcs.org/site/default.aspx?PageID=1462>

13. Does the district have an information breach policy that addresses the district's planned response to an information breach?

Yes, and I will upload the policy.

13a. Please upload the policy that addresses the district's planned response to an information breach.

Policy 5672 Information Security Breach and Notification.pdf

14. Provide a direct link to the district's technology plan as posted on the district's website.

<http://www.tbafcs.org/Page/190>

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

2018-2021 Instructional Technology Plan - Annually - 2018

VI - Sharing Innovative Educational Technology Programs

Sharing Innovative Educational Technology Programs

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 category that is not on the list.

- Active Learning Spaces/Makerspaces
- Culturally Responsive Instruction with Technology
- Device Planning and Implementation (1:1; BYOD)
- Digital Citizenship
- Infrastructure
- OER and Digital Curriculum
- Personalized Learning
- Pilots and Proof of Concept
- Policy, Planning, and Leadership
- Privacy and Security
- Professional Learning
- Project-based Learning
- Other Topic A
- Other Topic B
- Other Topic C

1a. If you selected 'Other Topic A' above, please describe in a few words the topic of your district's innovative program.

Using EV3 Lego Mindstorms, 8th grade students build and program robots to complete various tasks using motors and sensors. Students compete in a Performance Task mission at the end of the year.

1b. If you selected 'Other Topic B' above, please describe in a few words the topic of your district's innovative program.

Students in grades 9-12 build and program VEX Robots to compete in local VEX competitions.

1c. If you selected 'Other Topic C' above, please describe in a few words the topic of your district's innovative program.

Students in grades 3-6 can join an after school MinecraftEDU club where they are given various building design challenges using mathematics curriculum from their grade level.

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	E-mail address	Innovative Programs. Check all that apply.
Please complete all columns.	Elizabeth Bradley	Technology Integrator	ebradley@tbafcs.org	<input checked="" type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership

2018-2021 Instructional Technology Plan - Annually - 2018

VI - Sharing Innovative Educational Technology Programs

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply.
				<input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input checked="" type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input checked="" 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 in order to obtain more information about the innovative program(s) at your district.

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
Please complete all columns	David Taylor	Teacher	dtaylor@tbafcs.org	<input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input checked="" type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input checked="" type="checkbox"/> Other Topic A <input checked="" type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makers

2018-2021 Instructional Technology Plan - Annually - 2018

VI - Sharing Innovative Educational Technology Programs

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				<p>paces</p> <input type="checkbox"/> Culturally Responsive Instruction with Technology
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makers paces

2018-2021 Instructional Technology Plan - Annually - 2018

VI - Sharing Innovative Educational Technology Programs

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				<input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <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"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <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"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology

2018-2021 Instructional Technology Plan - Annually - 2018

VI - Sharing Innovative Educational Technology Programs

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				<input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

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