2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

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

Robert Scappatore

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

Director of Technology

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

   The mission of the Little Flower UFSD is to meet the individual educational, social, and emotional needs of all students. We seek to create a learning environment where our students foster the tenants of respect, responsibility, and self-worth so they can transition back into their community and take pride in their accomplishments.

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

   The vision that guides instructional technology in Little Flower UFSD is to develop a community empowered through technology. Each member of this community will know how to conduct research, communicate using technology, and actively learn through technological means. Through continuous staff training, teachers will integrate technology in their classrooms which will encourage students to use technology to gain knowledge, access this knowledge, and then communicate information through multiple modes. Technology will also help teachers to accommodate different curricular needs and meet individual learning styles.

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 technology committee develops the instructional technology plan and collaborates to solve issues throughout the district. The committee consists of school administrators, Little Flower Children and Family Services administrators, special education teachers, a technology education teacher, and a business teacher. The committee meets quarterly to track progress towards our goals and discuss changes to our planning. Outcomes of our meetings vary depending on current issues within the district. Little Flower UFSD is a Special Act public school district created to provide a free and appropriate public education to students who live in a residential treatment center. We have included administrators from the residential treatment center on our committee because they are our community.

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

   We continue to bring in additional forms of technology to increase the learning opportunities of our students and staff. Prior plans focused on stability and network and access to devices, which has been achieved. Now, we have the goal to expand and broaden access to curriculum through software and other technology platforms. In prior years, the planning focus was on upgrading technology which was deficient, creating an infrastructure, and increasing accessibility through device inventory. This current phase allowed planning to focus on deepening students learning and moving further through the SAMR model to strengthen our instructional strategies. Review by the technology committee was accomplished by online student and staff surveys and group discussion to identify needs and future goals. Goals from the 18-21 plan may overlap as they are continuing initiatives such as increasing staff technology literacy which is a lifelong commitment, as is integrating new technologies and resources.

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

   During the pandemic, we recognized the lack of devices for students in school and at home. We have vastly increased access to devices, attaining 1:1 status. We did prove the stability of our network with the increased use from teachers providing remote instruction. We have continued the use of remote instruction on case by case bases and have maintained the use of an online platform for this purpose. These data were acquired from several parent surveys.

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

   Yes

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

   The professional development plan is designed to help teachers meet the needs of their students within the classroom. The goals in the professional-development plan aim to build the capacity for educators and administrators to reach the instructional technology vision. The plan is designed to provide technology-based opportunities and includes the objectives to ensure that teachers/staff gain proficiency in using technology as an instructional tool and to maintain training programs for teachers in the use of all types of technology. The plan includes training on all district databases and software.

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III. Goal Attainment

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

1. **Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.**
   The district has met this goal:

   Moderately

2. **Digital Use – The District's learners, teachers, and administrators are proficient in the use of technology for learning.**
   The district has met this goal:

   Moderately

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

   Moderately

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

   Moderately

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

   Moderately

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1. **Enter Goal 1 below:**

   Continue to foster the growth of a digital community that integrates existing and new technology, resources, and tools into the classroom and throughout the educational community specific to the academic, behavioral, and social-emotional needs of our students with disabilities population. As a special act, our students, and in turn, teachers, require individualization in technology needs and flexibility to meet a dverse range of needs. Equipping the district, classrooms, and teachers/students with teachnology to access curriculum and provide instruction at greater depth is a priority of goal 1.

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

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

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

   ☐ All students
   ☐ Early Learning (Pre-K -3)
   ☑ Elementary/intermediate
   ☑ Middle School
   ☑ High School
   ☑ Students with Disabilities
   ☐ English Language Learners
   ☐ Students who are migratory or seasonal farmworkers, or children of such workers
   ☐ Students experiencing homelessness and/or housing insecurity

   ☑ Economically disadvantaged students
   ☑ Students between the ages of 18-21
   ☑ Students who are targeted for dropout prevention or credit recovery programs
   ☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
   ☐ Students who do not have internet access at their place of residence
   ☐ Students in foster care
   ☐ Students in juvenile justice system settings
   ☐ Vulnerable populations/vulnerable students
   ☐ Other (please identify in Question 3a, below)

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

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

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

   Utilization of Google applications for feedback from which we will determine the metrics based on usage and sustained enagement. We also will draw metrics from our MS Teams platform as we did during the pandemic closures. Benchmarks will include additional users than in years past and a 25% increase in traffic across the metrics.

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	Continue to rewrite district curriculum to	Director of Technology	N/A	06/30/2025	4079

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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
		create opportunities to use technology to elevate the educational experience.				
Action Step 2	Professional Development	Create meaningful training opportunities to insure that all staff knows how to use new technologies to improve educational services.	Director of Technology	N/A	06/30/2025	4995
Action Step 3	Learning Spaces	Continue to use student learning systems to collect, review, and evaluate student data to inform instruction.	Classroom Teacher	N/A	06/30/2025	0
Action Step 4	N/A	NA	N/A	NA	06/30/2021	NA

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

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

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1. **Enter Goal 2 below:**

   To provide seamless educational and informational experiences to students, staff, and parents. This includes maintaining a comprehensive school website to connect Little Flower UFSD to all its participants and the local community and working to provide student access to technology in the classroom.

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

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

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

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

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

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

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

   Website traffic metrics will be analyze for staff and parent engagement as we also seek feedback in regard to what the website can offer to make it a more meaningful, inclusive and accessible user experience. Student feedback will be gathered by surveying and/or discussion groups to help create a meaningful and relevant learning environment robust with technology. User data from software and/or online platforms currently in use or in future use will also be gathered to determine efficacy and engagement levels.

   Website metrics would be monitored and compared to key dates throughout the year, such as issuance of online surveying and response rates via website, contact regarding posted website information to ensure such data are being viewed, and collecting emails to view which parents/guardians completed such forms. Additionally, monitoring page-specific hits such as posting of the Title I presentation annually, updates to plans, etc would allow us to track views. Expectation is that number of views would exceed current student enrollment, and in email-specific data, 80% of parent/guardian contacts would be anticipated.

   90% of student response to surveys would be anticipated for technology-related surveying.

   For in-house software usage, with a small student and teacher count, these data would be expected that 100% of teachers and stduents access specific platforms and software throughout the year based on relevance, grade level, subject area, etc.

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.**

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Communications	Keep website current and functional: update all documents for parents,maintain links for staff, maintain district calendar.	Teacher on Special Assignment	N/A	06/30/2025	1989
Action Step 2	Infrastructure	Maintain network infrastructure and end-user devices providing internet access to all classrooms.	Director of Technology	N/A	06/30/2025	47096
Action Step 3	Purchasing	Purchase new equipment annually keeping a 5-7 year replacement cycle in place.	Director of Technology	N/A	06/30/2025	29500
Action Step 4	N/A	NA	N/A	N/A	06/30/2021	NA

7.   **This question is optional.**
       If more action steps are needed, continue to list the action steps that correspond to Goal #2 from your answer to Question 1, above.

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

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1. **Enter Goal 3 below:**

To review, evaluate, revise, and maintain policies, procedures, and routines associated with securing a safe environment through a robust network for staff and students including physical and technological environments. Given our student population as a special act school district with a high contingency of students with disabilities, we must be even more vigilant to proper device usage and end user agreeements than a typical school as our populations are high-needs and at-risk, with technology increasing their vulnerability. Training staff in awareness and enforcement of such is a priority. Policy and procedure which reflect such needs are critical to a successful technology environment.

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

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

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

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

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

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

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

Changes in policy and procedure will be captured through board action and/or handbook revisions. Such data are reviewed by the technology committee. Annual review by the technology committee and/or BOE policy review committee shall ensure related policy and practice align to current technology-based standards (NYSED, ISTE, ITEA), as the field is ever-evolving. Presence of technology-based policy and practice shall be included in opening conference day and employee orientation agendas. Presence of imnplementaion at classroom level during observations and walkthroughs.

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

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

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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
	Cybersecurity	Firewall upgrade: install advanced firewall to keep school internet traffic safe.	Director of Technology	N/A	06/30/2025	3100
Action Step 2	Infrastructure	Utilize Meraki cloud WIFI system to keep secure wireless network.	Director of Technology	N/A	06/30/2025	1930
Action Step 3	Cybersecurity	Maintain virus protection software Sophos Endpoint Protection Advanced for secure network environment.	Director of Technology	N/A	06/30/2025	2569
Action Step 4	Infrastructure	Maintain virtual network environment with redundant backups.	Director of Technology	N/A	06/30/2025	800

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	Infrastructure	Utilize existing security cameras and door access system to provide a safe physical environment.	Director of Technology	N/A	06/30/2025	500
Action Step 6	N/A	N/A	N/A	N/A	06/30/2021	N/A
Action Step 7	N/A	N/A	N/A	N/A	06/30/2021	N/A
Action Step 8	N/A	N/A	N/A	N/A	06/30/2021	N/A

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

    Yes

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IV. Action Plan - Goal 4

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1. **Enter Goal 4 below:**

To improve the technology literacy levels among all present and future employees of Little Flower UFSD through professional development opportunities, including programs that meet CTLE requirements.

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

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

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

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

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

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

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

Staff surveys indicating competency levels as pre- and post- implementation will be utilized, as will observation data for use of technology across settings. Evaluative data will depend upon the baseline data collected at the start of the 22-23 school year. Additionally, technology will be present at each superintendent conference day to ensure that all staff members acquire at least 4 hours annually on technology-based training. For new school-wide technology solutions, the district shall committ a session for training for all relevant classroom teachers or TIS positions. Finally, the technology committee shall submit an annual recommnedation of technology training needs for subsequent school years.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Professional Developme	Implement frontline training module: select	Director of Technology	N/A	06/30/2025	2500

IV. Action Plan - Goal 4

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	nt	technology webinars from frontline database to assign to staff.				
Action Step 2	Professional Development	Teacher directed in house turnkey training programs for specific technologies used in our school including Read 180, Accelerated Math, MAC OSX iLife, and Google Apps.	Director of Technology	N/A	06/30/2025	0
Action Step 3	N/A	N/A	N/A	N/A	06/30/2021	0
Action Step 4	N/A	N/A	N/A	N/A	06/30/2021	0

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

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

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

No

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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.**

Little Flower UFSD will continue to use technology to assist students in accessing the general curriculum, keep student attention and focus, and create new learning experiences suited for the students' individual needs. Technology will also allow teachers and administrators to use data to drive instruction and to evaluate assessments while comparing curriculums to improve student success schoolwide. Specifically, the Read 180 program will be used directly to help our students close their achievement gap in reading across all curriculums. Additionally, technology will be used to provide professional development opportunities for teachers and staff to increase and support high-quality instruction.

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.**

Device access has been vastly expanded upon and we have shared device access with the residential cottages so students can access technology when not in school. We have maintained the ability to pivot to remote instruction through MS Team and Google Classroom for students on extended leaves and in preparation for another emergency closure. All online platforms are compatible with smart devices as this was the method by which students and parents indicated as their preference to access the online curricula and environment. Devices are also provided as needed to day-students in cooperation with the CSE sending districts. We have also set aside annual funds through federal grants (IDEA, TITLE II) for continued professional development in technology use and implementations.

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.**

As mentioned previously, the Read 180 system will be used to help our students close their achievement gap in reading levels. Depending on our student population, between 99% and 100% of the population has IEPs.Each classroom uses technology to differentiate instruction while teaching varying levels throughout the class. For example, computers and whiteboards allow teachers and students to access additional resources and activities to support. Additionally, the Rubicon Atlas curriculum system allows teachers to share curriculum and generate units that reach across curriculums as needed throughout the school year.

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.**

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

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

Professional development is offered to staff through various methods including teacher-directed turnkey training, Frontline Professional Growthonline training, Vendor training, and BOCES services.

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

☐ Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through class website or learning management system).

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

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

☑ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.

☑ Home language dictionaries and translation programs are provided through technology.

☑ Hardware that supports ELL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.

☑ Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.

☑ Learning games and other interactive software are used to supplement instruction.

☐ Other (Please identify in Question 6a, below)

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

Yes

7a. **If Yes, check one below:**

Other (please explain in Question 7b, below)

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

Little Flower is a Special Act Public school district that does not have an approved ELL program.

V. NYSED Initiatives Alignment

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

☐ Technology to support writers in the elementary classroom

☐ Technology to support writers in the secondary classroom

☐ Research, writing and technology in a digital world

☐ Writing and technology workshop for teachers

☐ Enhancing children's vocabulary development with technology

☐ Writer's workshop in the Bilingual classroom

☐ Reading strategies for English Language Learners

☐ Moving from learning letters to learning to read

☐ The power of technology to support language acquisition

☐ Using technology to differentiate instruction in the language classroom

☐ Multiple ways of assessing student learning through technology

☐ Electronic communication and collaboration

☐ Promotion of model digital citizenship and responsibility

☐ Integrating technology and curriculum across core content areas

☐ Web authoring tools

☐ Helping students connect with the world

☐ The interactive whiteboard and language learning

☐ Use camera for documentation

☒ Other (please identify in Question 8a, below)

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

Little Flower is a Special Act Public school district that does not have an approved ELL program.

V. NYSED Initiatives Alignment

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

☐ Provide online mentoring programs.

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

☐ Offer a technology/support hotline during flexible hours.

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

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

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

By virtue of enrollment in our residential program, and through placement by county or NYS DSS agencies, students are not qualified as McKinney-Vento eligible as a special act student. If any students do experience temporary homelessness, collaborating with their sending district or agency ensures usage of a device during the needed time period.

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

☐ The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.

☑ The district uses instructional technology to facilitate classroom projects that involve the community.

☑ The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.

☑ The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.

☐ The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.

☑ The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.

☐ Other (please identify in Question 10a, below)

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

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

	Full-time Equivalent (FTE)
District Technology Leadership	0.20
Instructional Support	0.40
Technical Support	0.60
Totals:	**1.20**

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	End User Computing Devices	N/A	24,000	One-time	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	CRRSA/ARPA
2	Instructional and Administrative Software	N/A	28,000	Annual	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public	IDEA

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Bond ☑ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Internet Connectivity	N/A	40,000	Annual	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☑ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
4	Network and Infrastructure	N/A	7,200	Annual	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☑ E-Rate ☐ Grants ☐ Instructional Materials Aid	N/A

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
Totals:			**99,200**			

3. **Has the school district provided for the loan of instructional computer hardware to students legally attending nonpublic schools pursuant to Education Law, section 754?**

   Not Applicable

4. **Districts are required to post either the responses to this survey or a more comprehensive technology plan that includes all of the elements in this survey. Please provide the URL here. The URL must link to a public website where the survey or plan can be easily accessed by the community.**

   https://ny02208470.schoolwires.net/domain/32

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2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

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

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Robert Scappatore	Principal/Director of Technology	rscappatore@littleflowerufsd.org	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Francis Vu	District Treasurer	fvu@littleflowerufsd.org	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and

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VII. Sharing Innovative Educational Technology Programs

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

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

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 ☐ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized Learning ☐ Policy, Planning, and Leadership ☐ Professional Development / Professional Learning ☐ Special Education Instruction and Learning with Technology ☐ Technology Support ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C

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