Section I - District LEA Information

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

    Ashraf Allam

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.

Section II - Strategic Technology Planning

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

   The mission of the Little Falls City School District (LFCSD) is to provide a safe, caring and stimulating environment that allows our students to grow by having access to opportunities, resources and programs that remove as many limits to their potential as possible. While providing a challenging academic curriculum, LFCSD incorporates technology to allow students to seek knowledge without any barriers of location or resources. LFCSD firmly believes that global digital citizenship is a necessary part of any curriculum that strives to prepare students for the 21st century workplace.

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

   The vision of the LFCSD is to promote greater student achievement by using instructional technology to enhance the curriculum in the following ways, consistent with both the ISTE standards and district goals:
   - Teaching students to effectively participate in the global digital world, both as contributors and consumers of information;
   - Developing a structured approach to identifying and curating sources of digital information;
   - Seeking out opportunities that allow students and teachers to extend their experiences beyond the physical boundaries of the district and immediate region;
   - Promoting the safe use of technology by giving students an awareness of how their virtual footprints can both be an asset or a liability in the age of global digital citizenship;
   - Providing staff with structured, scaffolded professional development that allows them to optimize their use of the technology available to them, while also allowing for them to pursue particular projects or interests that are aligned to the curriculum;
   - Pursuing collaborative partnerships with community resources to provide students with authentic project-based experiences that allow the application of technology to real-world problems and challenges;
   - Use technology to expand learning rather than just as a medium for delivering it, as evidenced by curriculum that is enhanced and enriched by the access to the digital universe;
   - Serve to democratize learning by giving all students equal access and opportunity through the use of 1:1 devices, portable network access devices and digital access to the resources that students need to flourish as learners in a connected world.

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

	List Goals
Goal 1	Using the ISTE standards and school curriculum goals as a guideline, LFCSD will continue to provide professional development to teachers and administrators, using both in-district and regional resources. Professional Development will focus on using technology to develop cohesive and effective lesson plans that enhance the learning process for students.
Goal 2	The district will provide students with activities and learning units in critical subject areas that promote an authentic learning experience using 1:1 devices, district resources and digital information sources to complete project-based challenges. Students will learn to find, evaluate and apply information from various sources, while developing an understanding of the ethical use and dissemination of information in a connected world.
Goal 3	District and building administrators will promote and support a learning culture that incorporates and encourages the application of technology to learning in a connected world, by both sharing a consistent vision of a technology-enhanced learning model and promoting the application of this vision through teacher feedback, modeling and support.

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.**

The district Technology Advisory Committee (TAC) consists of teachers, board of education members, community members and administrators. The teachers and administrators on the TAC are drawn from across the districts three buildings (K-5, 6-8 and 9-12). This standing committee met on a monthly basis to discuss the following topics:
 - The completion of the district's infrastructure expansion to support the deployment the of 1:1 devices in grades 6-12, and classroom carts in grades 3-5.
- The continued deployment of technology for teacher use in each classroom, and identifying the necessary ongoing training.
- The use of technology to facilitate individualized learning by providing software platforms that support the curriculum.
- The migration of the district website to a hosting platform that is compliant with accessibility standards and is able to better serve as a portal for parents and community.
- Completing the district's migration to G-Suite and moving away from platforms that don't support collaboration and group work.
- The implementation of project-based learning units to provide value-added instruction by leveraging the technology available to teachers and students.
- Seeking regional partnerships to offer LFCSD students opportunities beyond those available locally.
Teachers and administrators on the committee sought input from their buildings and acted as liaisons to carry information back. During the course of the monthly meetings the TAC has identified the following targets for implementing the districts vision and goals for technology from 2018-2021:
 - Increasing the number of devices available to students in grade K-5, and supporting the deployment for professional development for teachers at those grade levels.
- Implementing an equipment replacement cycle that allows the continued deployment of 1:1 devices in grades 6-12, with students in grades 9-12 being able to take their devices home.
- Continuing to implement infrastructure upgrades to promote the use of student devices, teacher devices and specialized learning labs (Adobe Creative Cloud and Coding Club).
- Providing professional development to instructional and support staff within the district, through regional sources and through approved online providers to support district initiatives over the period of the implementation of this plan.
- Prioritizing the incorporation of project-based and authentic experience learning in the district curriculum, with a focus on implementation at the secondary level.
The above vision and goals were communicated to the school community, the larger community and the board of education through committee reports, presentations and electronic newsletters.

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

LFCSD has significantly revamped the way PD is offered to teachers and administration in the 2017-18 school year by including monthly superintendent's conference days, with at least 2 hours of training dedicated to the incorporation of technology offered on each of those days. This is a recognition of the need to establish and enhance a level of technology literacy and competence among teachers and administrators so as to provide a learning environment that is aligned to 21st-century learning. In addition to continuing this practice in the 2018-2021 period, the district will also implement the following:
 - Peer-led mini-workshops (an hour or less) offered after school and/or during faculty meetings to demonstrate effective technology integration.
- The development of in-house technology coaches, who are able to provide quick, targeted and hands-on demonstrations of technology use in the classroom.
- Turn-key training by faculty and administrators who have attended local or regional workshops.
- A weekly offering of up to four different workshops during the summer months, provided by both faculty members and technology specialists. At least one weekly session will be a collaborative session to showcase successful lessons and activities by peers. Particular emphasis will be placed on lesson plans that promote real-life learning and collaboration leveraged by technology.
- Teacher training during the summer and school year on successful G-Suite integration (Docs, Classroom and collaborative scheduling).
- Teacher training during the summer and school year on how to best leverage the 1:1 Chromebooks available to students, as well as developing lessons that are enhanced by interactive boards and devices.
- Integration of a technology training component in the district New Teacher Induction Program so that new teachers enter the classroom ready to use the available technology.
- Encouraging teachers to attend local and regional workshops when those workshops are aligned to the district's identified goals.
The Technology Advisory Committee acts as the clearinghouse for selecting and promoting PD activities based on feedback from teachers and administrators, guided by the district's vision and goals. The list of offerings within the district is constantly reevaluated and adjusted based on need, goal-alignment and the evolving nature of the technology available to educators. The philosophy of the district is to add value to the curriculum through the use of technology, and to encourage teachers and students to develop the global learning and thinking skills that are needed in an interconnected world. PD activities that enhance those skills are given priority.

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.**

The district uses Spiceworks as a platform for managing deployed assets and receiving requests for support by teachers, staff and administrators. Through a combination of staffing from the Regional Information Center and district staff, the technology department strives to make sure that no teacher or student is deprived of required technology due to equipment breakage or network issue, with a target for 95% or better up-time for all devices. The district's six computer labs, over 900 1:1 devices, library and classroom carts with an additional 500 Chromebooks and iPads are in constant use every day school is in session. Take-home devices are in use outside school hours, in conjunction with portable access points (Kajeet) provided to students who lack internet connectivity at home. By tracking the usage and maintenance of all district devices, the technology department is able to make informed decisions about equipment leasing decisions and leveraging group=buying opportunities through BOCES.
The district's successful implementation of 1:1: devices in grades 6-12 for the 2017-18 school year has been monitored using GoGuardian software, which has allowed both the technology department and teachers to monitor device use, track device health and the student's ability to benefit from having the devices. Teachers are able to provide guidance to students on the appropriate resources to use, both through passive monitoring and the ability to "push" suggested applications and websites to single or multiple devices. The software provides an overview for the district to evaluate and support the continued use of 1:1 devices.
The district uses Google Classroom to host and manage classroom curriculum, materials and calendars. This platform has been a focus of past training, and will continue to be a focus of training in 2018-2021. It is a goal for the district to see an almost complete migration of learning management to Classroom rather than paper-based methods, with a focus on leveraging the interactive and parent-contact features of Classroom to improve student outcomes.
The district's ongoing goal of increasing the number PD opportunities available to teachers, and increasing teacher participation in available offerings from all sources, is measured using MyLearningPlan. The approval and registration process is now entirely handled online, and the 2017-18 school year has seen a significant increase in the number of PD session that teachers have participated in. The district will continue to promote participation, with a projected increase for every year for the next three years.
The district is developing a set of standards that will define how an activity, lesson or project incorporates 21st Century learning by leveraging technology to promote using a connected and collaborative model as part of learning. Evaluating the degree to which those standards are present across disciplines and activities throughout the curriculum will be a part of how the district evaluates teaching and learning.
The Technology Advisory Committee will continue to solicit teacher feedback from students, teachers and parents through an annual survey to measure the success of the technology program, and to shape future policy on district investment and training focus.

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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**

    Using the ISTE standards and school curriculum goals as a guideline, LFCSD will continue to provide professional development to teachers and administrators, using both in-district and regional resources. Professional Development will focus on using technology to develop cohesive and effective lesson plans that enhance the learning process for students.

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

    1. Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning

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

☐ All students	☐ Migrant students
☐ Pre-K-2	☐ Homeless students
☑ Grades 3-5/6	☐ Economically disadvantaged students
☑ Middle School	☐ Students between the ages of 18-21
☑ High School	☐ Students who are targeted for dropout prevention or
☐ Students with Disabilities	credit recovery programs
☐ ELL/MLLs	☐ 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	Evaluation	The Technology Advisory Committee will use information gathered through the annual survey, from reports generated through MyLearningPlan, and from Building Principals to identify areas of need for additional or improved professional development.	Director of Technology	N/A	June (06)	2021	0
Action Step 2	Planning	The district Technology Advisory Committee and District Professional Development Committee will identify training resources and schedule specific workshops, training opportunities and	Director of Technol	N/A	June (06)	2021	15000

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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
		peer mentoring sessions to be offered during the school year that support the district's goal.	ogy				
Action Step 3	Collaboration	Department and grade-level teams will be given opportunities to meet and develop vertically and horizontally aligned curriculum, with a focus on identifying resources and opportunities for authentic and project-based learning. Teams will be provided support through peer mentors, technology coaches and outside resources when needed. This will be an ongoing process.	Assistant Superintendent	N/A	June (06)	2021	7500
Action Step 4	Evaluation	Building Principals carry out classroom visits on a regular basis to evaluate student learning and monitor district goals and initiatives. Principals will encourage the implementation and expansion of project-based learning and authentic experience based lessons, and provide feedback to teachers and district administration regarding the progress of technology integration. Their feedback will guide the professional development and equipment purchase processes.	Building Principal	N/A	June (06)	2021	0

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	(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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Section III - Action Plan

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

1. **Goal #2**

The district will provide students with activities and learning units in critical subject areas that promote an authentic learning experience using 1:1 devices, district resources and digital information sources to complete project-based challenges. Students will learn to find, evaluate and apply information from various sources, while developing an understanding of the ethical use and dissemination of information in a connected world.

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)**

☐ All students	☐ Migrant students
☐ Pre-K-2	☐ Homeless students
☑ Grades 3-5/6	☑ Economically disadvantaged students
☑ Middle School	☐ Students between the ages of 18-21
☑ High School	☐ Students who are targeted for dropout prevention or
☑ Students with Disabilities	credit recovery programs
☐ ELL/MLLs	☐ 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	Curriculum	The district will maintain a commitment to supporting teachers through professional development, peer mentoring and technology coaching in their efforts to design and implement lessons that forward the goal of presenting students with rigorous, research-based and 21st-Century skill aligned content on a regular basis that fully leverages the availability of student 1:1 devices classroom interactive technology.	Assistant Superintendent	N/A	June (06)	2019	25000
Action Step 2	Research	Teachers, grade-level teams and departments will work within the district (Library Media Specialists, Technology	Building Prin	N/A	June (06)	2019	5000

	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
		Coaches) and with community resources to identify activities and outlets for enhancing curriculum content with technology, with a focus on connecting with the broader digital community both as consumers and contributors. Time and coverage will be provided for this activity.	cipal				
Action Step 3	Curriculum	Grade-level teams and departments will meet to create and revise lesson plans for the selected activities, with a focus on identifying how student learning will be measured in project-based learning activities. Time and coverage will be provided for this activity.	Building Principal	N/A	June (06)	2019	5000
Action Step 4	Implementation	Teachers will implement the plans designed in steps 2 and 3 in their classrooms and provide feedback on efficacy. Their feedback will be used to identify necessary resources for training and equipment.	Director of Technology	N/A	Sept. (09)	2021	0

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	Budgeting	The district will allocate funds to increase the density of student devices (iPads, Chromebooks) in grades 2-5 from 1 device cart for every 2 classrooms to 1 device cart for every classroom to allow all students to benefit from the use of devices during all instructional periods.	Director of Technology	N/A	June (06)	2019	85,000
Action Step 6	Budgeting	The district will budget for a replacement cycle of all 6th grade and 9th grade Chromebooks every three years to make sure secondary students have access to reliable 1:1 devices over their time in Middle and High School.	Director of Technology	N/A	June (06)	2019	80,000
Action Step 7	Budgeting	Funds will be allocated to allow all classrooms to have a ClearTouch board installed, along with augmentative audio systems in select classrooms, to allow all students to fully benefit during all instructional periods.	Director of Technology	N/A	June (06)	2019	10,000
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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Section III - Action Plan

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

1. **Goal #3**

District and building administrators will promote and support a learning culture that incorporates and encourages the application of technology to learning in a connected world, by both sharing a consistent vision of a technology-enhanced learning model and promoting the application of this vision through teacher feedback, modeling and support.

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)**

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

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	Planning	LFCSD administrators will research the best educational practices required to provide an enhanced curriculum with integrated experiences enhanced by technology and connected resources, by using professional organizations and journals, regional meetings and conferences and consulting with regional and national resources. This will be an ongoing process subject to revision.	Assistant Superintendent	N/A	June (06)	2021	0
Action Step 2	Professional Dev	LFCSD administrators will develop the necessary competency to observe and evaluate lessons that include a technology enhanced, project-based	Assistant Sup	N/A	June (06)	2021	3000

	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
	elopment	and/or connected learning component, with an understanding of how lessons align with district and state standards. This competency will be developed through attending regional and national conferences and workshops, reading professional journals and consulting with community partners.	erintendent				
Action Step 3	Policy/Protocols	LFCSD administrators will, as a group, generate a guidance document that outlines the expectations of best practice by teachers in the district as it relates to the incorporation and use of technology to enhance and extend learning and promote digital literacy and digital citizenship. This document will be subject to ongoing revision.	Assistant Superintendent	N/A	June (06)	2021	0
Action Step 4	Communications	Building principals will disseminate the above guidelines to teachers, and will incorporate those guidelines in new teacher induction activities. The language in the document will be used when providing teacher feedback.	Building Principal	N/A	June (06)	2021	0

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

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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.**

LFCSD has made a concentrated and sustained effort to implement technology initiatives in a way that puts a strong focus on using the devices, software platforms and online resources in a way that enhances and extends traditional learning rather than merely providing a more convenient way to deliver it. While in its day an overhead projector was revolutionary, it was merely a presentation device. Modern instructional technology is not a one-way medium, in that it allows collaboration and interaction without limits of physical space or geography. To make sure that those amazing tools are used to significantly expand students' horizons and enhance their learning, the district followed a disciplined and systematic process. Over the last three years, the district invested heavily in implementing the infrastructure that would allow the successful deployment of teacher 1:1 laptops, student 1:1 Chromebooks in grades 6-12 and clasroom iPad and Chromebook carts in grades K-5. The reliable use of all those devices, along with more traditional computer labs that are always in heavy use, has allowed to teachers to trust the equipment and infrastructure enough to make it a daily part of their teaching. In the 2017-18 school year, and moving forward, the focus was on implementing the necessary professional development and encouraging the right collaborative conversation to truly leverage the technology to the fullest. Over the next three years the district will consolidate the deployment of technology, and advance teacher and administrator competency in enhancing student achievement and depth of learning through the use of technology. The consistent message is that technology provides way more than a medium for delivery - it opens up a world of opportunity, experiences and information that is otherwise difficult for a small rural school district to connect with. Through the use of technology, the district will strive to prepare students for citizenship in the connected global community.

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.**

The district has supported students with disabilities by providing the necessary technology (adaptive and otherwise) in the form of laptops, Chromebooks, iPads and desktops equipped with software or online platforms that allow those students to learn in ways beyond just having the same access as their peers. Students with disabilities are afforded the opportunity to access math and reading platforms that compliment the district curriculum, which allows for additional self-paced practice both at school and at home. In some cases, students have been assigned devices with specialized software for their exclusive use. The ability for teachers to access student work on collaborative software such as Google Docs an Classroom has allowed for timely and immediate feedback for struggling students. For students at a more limited functional level, there is a wealth of resources for alternative content delivery that addresses the same curriculum goals, many from the same publishers as the core text used in the classroom.
The special education department has also identified basic digital literacy as a goal for all students, and so provide lessons on finding material online in a safe manner, how to interact on social media and how to communicate effectively with others. They have delivered this content for students at all developmental levels, with the necessary modifications.
As part of the district's increase in the number of available devices, there is a goal to provide all students in self-contained classroom with devices customized to their needs, and to make sure that students in inclusion settings are give any required accommodations necessary to use their provided devices.
Students with specific accommodations on their IEPs are provided with specifically customized devices that may allow for voice input, enlarged fonts or text to be read.

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)

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IV. NYSED Initiatives Alignment

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.**

☑ Technology to support writers in the elementary classroom	☐ Using technology to increase options 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 4a, below)

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)

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.**

   In the 5 most spoken languages in the district

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

   (No Response)

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IV. NYSED Initiatives Alignment

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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.**

☑ Technology to support writers in the elementary classroom	☑ Multiple ways of assessing student learning through technology
☑ Technology to support writers in the Secondary classroom	☐ Electronic communication and collaboration
☐ Research, writing and technology in a digital word	☐ Promotion and model digital citizenship and responsibility
☑ Writing and technology workshop for teachers	☑ Integrating technology and curriculum across core content areas
☑ Enhancing Children's Vocabulary Development with technology	☐ Web authoring tools
☐ Writer's workshop in the Bilingual classroom	☐ Helping students connect with the world
☑ Reading strategies for English Language Learners	☑ The interactive whiteboard and language learning
☑ Moving from learning letters to learning to read	☐ Use camera for documentation
☐ The power of technology to support language acquisition	☐ Other (please identify in Question 7a, below)
☑ Using technology to differentiate instruction in the language classroom	

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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Section V - Administrative Management Plan

1. **Staff Plan**

	Full-time Equivalent (FTE)
District Technology Leadership	0.50
Instructional support	1.00
Technical Support	1.60
Totals:	**3.10**

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	End User Computing Devices	N/A	280,000	Both	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☑ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
2	Instructional and Administrative Software	N/A	30,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools	N/A

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."
					Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Internet Connectivity	N/A	80,000	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	Staffing	N/A	120,000	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
Totals:			**510,000**			

V. 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?**

    No

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.**

    https://www.lfcsd.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 provide the URL to the policy.

    10b.   **Please provide the URL to the district's Internet Safety Policy.**

    http://web2.moboces.org/policies/littlefalls/5300%20Internet%20Safety%20Policy.pdf

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

    No. The district does not have such a policy.

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

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

    https://www.lfcsd.org/common/pages/DisplayFile.aspx?itemId=3279343

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

Yes, and I will provide the URL to the policy.

13b.   **Please provide the URL to the policy that addresses the district's planned response to an information breach.**

http://web2.moboces.org/policies/littlefalls/5304%20Information%20Security%20Breach.pdf

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

http://lfcsd.ss19.sharpschool.com/UserFiles/Servers/Server_58171/File/District/District%20Documents/Little%20Falls%20City%20School%20District%20Tech%20Survey%20.pdf

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

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.	Ashraf Allam	Director of Business Operations/Technology	aallam@lfcsd.org	☐ 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

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	(No Response)	(No Response)	(No Response)	☐ Active Learning Spaces/Makers paces ☐ 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
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ Active Learning Spaces/Makers paces ☐ Culturally Responsive Instruction with Technology ☐ Device Planning and Implementation (1:1, BYOD) ☐ Digital Citizenship ☐ Infrastructure ☐ OER and Digital Curriculum ☐ Personalized Learning

	Name of Contact person	**Title**	**E-mail address**	**Innovative Programs. Check all that apply for each contact name.**
				☐ 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
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ Active Learning Spaces/Makers paces ☐ 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
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ Active Learning Spaces/Makers paces ☐ Culturally Responsive

	Name of Contact person	**Title**	**E-mail address**	**Innovative Programs. Check all that apply for each contact name.**
				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
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ Active Learning Spaces/Makers paces ☐ 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

	Name of Contact person	**Title**	**E-mail address**	**Innovative Programs. Check all that apply for each contact name.**
				Security ☐ Professional Learning ☐ Project-based Learning ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C

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