

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

I. District LEA Information

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Page Last Modified: 10/18/2021

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

Michael Murphy

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

Director of Technology

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

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

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

The Forestville Central School District is dedicated to educating students to meet or exceed the NYS learning standards, develop their critical thinking skills, and achieve their fullest academic potential. The Board of Education, parents, community members, staff, and faculty are expected to work together to support these educational goals while preparing our students to become independent and responsible members of society. There is a need for accountability at all levels of the organization to improve student achievement and school effectiveness.

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

The technology mission of the Forestville Central School District is to incorporate technology into its educational program in order to:

- Expand the knowledge base of students, staff, and community through technology
- Provide a learning environment for all stakeholders that is flexible and responsive to change
- Develop an understanding of the capabilities and applications of technology as a tool for life-long learning
- Provide opportunities for our district and community to utilize the resources available within our school to maximize the positive effects that technology offers beyond the typical school day.

Forestville CSD endeavors to be a responsible leader in the field of technology and its integration into sound educational practice for the benefit of student learning. We strive to be forward thinking and prepared for inevitable change, while being ever conscious of our fiscal constraints. We continuously seek creative means to fund our advancement. This vision is grounded in our commitment to developing the full potential of each Forestville student. Our students will take with them the skills they need through access, exposure, and appropriate use of technology in order to become productive, effective members of the global community.

**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 Plan began with the formation of a technology committee consisting of stakeholders including staff, administrators, students, parents, and community members. The committee meets regularly to discuss technology pilots, resources, support, as well as staff needs and concerns. The technology plan was created utilizing committee recommendations. Members of the technology committee will serve as building and department liaisons to share any issues or concerns their colleagues have. The Director of Technology informs the technology committee of any future pilots, new programs, issues and concerns. The Director of Technology can assess staff needs and discuss with building administration requests that involve further planning. The technology committee is actively discussing ideas on how best to utilize funding from the Smart Schools bond, e-rate program, and future capital projects, and how best to match that with the technology plans. The committee also recognizes that the network infrastructure, as well as reliability and speed, has become increasingly more important to our district as we continue to add mobile devices in addition to our pre-existing technology. The technology committee will conduct ongoing surveys to ensure that the current technology is supporting staff, students and community members efficiently. The desired outcomes include utilizing technology to differentiate learning, providing adaptive technology, supporting creativity, critical thinking, collaboration and communication. Committee members recognize that in order for the technology plan to be effective it needs to remain fluid and have the capability to change by adding addenda to ensure the Forestville CSD remains on the cutting edge and has the capability to change services, devices, and programs, and to offer our students and staff the best educational opportunities.

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

The planning process for technology in the Forestville School District occurs year-round on a monthly basis. Consequently, the goals and objectives of the plan are a continuation of previous plans. However, the regularly repeating meetings also provide the flexibility to adapt to changes such as with grant opportunities, ever-changing educational goals, and current student needs. This was evident in the district's pivot to move to remote instruction during COVID.

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

Based on recent COVID developments, an emphasis has been placed on the development and utilization of remote & virtual-learning pedagogical practices within both synchronous and asynchronous models. The use of web-based applications to support instruction has been central to technological planning. Learning management systems (Google Classroom), virtual instruction (Zoom), and countless other digital age-appropriate academic resources have been a focal point for professional development for all instructional staff. Additionally, a shift within the district's 1:1 model transitioned from an 'in-school 1:1 model' to 'loaned device 1:1 model'. Chromebooks are now provided to all students. Additionally, a survey is done at the beginning of the school year to determine students' accessibility to broadband, and Mobile WiFi devices are made available if necessary. The technology plan also recognizes the need to maintain the safety and security of the school buildings in a way that provides access to security measures (video and door access) to school personnel as needed.

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

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**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.**

Forestville CSD realizes the importance of professional development in integrating technology into teaching and learning. The true challenge of professional development is to inspire and prepare classroom teachers to launch curriculum-rich activities with the tools that make sense. Technology can be used as a tool to provide access to incredible resources that a teacher can use to greatly enhance the learning experience. Our professional development plan includes workshops, one-to-one sessions, in-service course offerings, collegial circles, Superintendent's Conference Day workshops, peer coaching, conferences, technology department technical support, one-on-one training, and Erie 1 BOCES workshops and training. Our goal is to empower educators to effectively take advantage of digital resources and professional development websites as they design technology-embedded lessons and units of study. One of the main goals of the Technology Department is that teachers create their own professional learning communities (PLC). These PLC's connect a group of learners to questions, reflect, share ideas and learn from each other. We have used turnkey training methods when implementing new procedures such as with Google Classroom, using our various website subscriptions, and using our SMS. Teachers are faced with historic opportunities of helping students to analyze their abilities to access unlimited amounts of information.. All staff will receive timely, appropriate and ongoing development opportunities. We must become life-long learners ourselves and create a learning organization. These opportunities must be flexible enough to address the various needs and learning styles of all individuals. In-service courses have included: analyzing STAR test results, SmartBoard and Notebook Use, Google Drive, Using Flocabulary and BrainPop in the Classroom, Google Classroom, Google Chrome, School Website Page Editing, Advanced Google Classroom, and Google Docs.

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**2022-2025 Instructional Technology Plan - 2021****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:**  
Significantly
- 4. Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision. The district has met this goal:**  
Significantly
- 5. Accountability – District-level information is posted on the District website, is easy to access, and is easily understood. Information provided includes the results achieved by the District in their efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life. The district has met this goal:**  
Moderately

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**2022-2025 Instructional Technology Plan - 2021****IV. Action Plan - Goal 1**

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**1. Enter Goal 1 below:**

To create a place of learning that will explore and provide for every aspect of students' capacities for learning by developing a broad, challenging and engaging curriculum. We will provide students with the knowledge and skills necessary for the twenty-first century.

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

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

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

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

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

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

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

Evaluation of our learning environments and curriculum is an on-going continuous process. We evaluate our progress through various methods including: projects, presentations, online testing, state testing, collection of usage and content data from Google for Education, Renaissance Learning STAR exams, teacher observations, attendance, graduation rates, as well as student, teacher, administration and community feedback.

**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	Evaluation	Evaluation of our learning environments and curriculum is an on-going	Other (please identify in Column 5)	Technology	06/30/2025	\$0

## 2022-2025 Instructional Technology Plan - 2021

## 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
		continuous process. We evaluate our progress through various methods including: projects, presentations, online testing, state testing, collection of usage and content data from Google for Education, Renaissance Learning STAR exams, teacher observations, attendance, graduation rates, as well as student, teacher, administration and community feedback.				
Action Step 2	Curriculum	Forestville CSD is committed to providing an array of programs, opportunities and services that will support all students as they endeavor to meet the challenges of excelling in a rigorous academic curriculum, communicating in an environment of respectful social interaction and developing their interests and talents. As a district, we have expanded research and application of best practices to enhance instruction and curriculum; provided opportunities for professional development for staff;	Building Principal	None	06/30/2025	\$0

## 2022-2025 Instructional Technology Plan - 2021

## 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
		and incorporated elements of best practice into curriculum development. By offering a wide array of learning opportunities, programs and courses, we have ensured opportunities for students to engage in critical thinking and problem solving, effective communication, collaboration and creativity as part of their school experience and provided for effective use of technology and real-world application of knowledge and skills.				
Action Step 3	Collaboration	We have endeavored to foster communication with and participation of all constituents of the school and larger community. Our district is fortunate in having talented and dedicated professional staff that are committed to the success of our students and who value opportunities to analyze data and reflect upon professional practice in order to continually improve program. Our teachers collaborate in many ways; some share	Superintendent	None	06/30/2025	\$0

## 2022-2025 Instructional Technology Plan - 2021

## 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
		<p>Google Classrooms with each adding components, many develop lesson plans and many join each other's professional social learning networks to work together. We encourage our learning community to collaborate on developing rubrics, online resources, question banks, SmartBoard lessons, and curriculum resources. Forestville's philosophy is the more we collaborate with one another the smarter we all are. Through team work mistakes are welcome, participation is a must, and we all become learners. At Forestville, we encourage our teachers to create performance-based projects in which students can collaborate with each other and competition is minimized. Elementary school students receive standards based report cards. We have most parents actively using the PowerSchool Parent Portal to be actively involved in their child's learning.</p>				



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

## 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
		Through this transparency, parents and teachers collaborate to help students succeed.				
Action Step 4	Learning Spaces	Forestville Schools classrooms all have high speed Internet, WIFI access, with a BYOD network, Smart Boards, with software and devices appropriate for the content. We have desktops, iPads and Chromebooks. Software applications and website subscriptions are carefully selected based upon research and successful pilots. Teachers are provided with ongoing, engaging professional development and encouraged to attend local conferences and BOCES workshops to assist them in designing personalized learning for every student. Technology offers the opportunity for flexible seating options and classroom arrangements. Learning is no longer confined to four walls and 45 minute sessions.	Director of Technology	None	06/30/2025	\$0

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.

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

## IV. Action Plan - Goal 2

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**1. Enter Goal 2 below:**

Forestville CSD realizes the importance of professional development in integrating technology into teaching and learning. The true challenge of professional development is to inspire and prepare classroom teachers to launch curriculum-rich activities with the tools that make sense. Technology can be used as a tool to provide access to incredible resources that a teacher can use to greatly enhance the learning experience.

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

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

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

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

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

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

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

Evaluation of professional development begins with a baseline to determine current levels of performance and learning. Next, goals must be established to measure progress throughout the process. This includes level of teacher understanding, changes to instructional practice, and impact on student performance to determine effectiveness and identify gaps in knowledge and skills. To truly evaluate professional development, teacher observation and evaluation is vital to determining if new training has transformed teaching and learning in the classroom. In some cases, evaluation of staff professional development is done through several methods mostly through surveys. Forestville strives to offer teachers, staff and students the highest standard of technology possible. Teachers will receive training as well as ongoing support on technology equipment and curriculum integration. No longer will classrooms be confined by time and space. Our children will truly be connected learners -- sharing, exploring and evaluating information through many forms of interactive technology. The goal of the technology plan is to create a student-centered, technology enhanced learning environment in which students, staff and community are able to effectively use technology with confidence and competence, create seamless integration of technology into all phases of the curriculum, raise student achievement and foster lifelong learning. Through the use of technology, various learning styles will be addressed so that all students can learn and achieve success in a global world.

**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.**

## 2022-2025 Instructional Technology Plan - 2021

## IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Research	Forestville administrators research best educational practices through professional journals, conferences, county/state/regional organizations, professional memberships, workshops and learning networks. Our administrators are lifelong learners who lead by example. Many of them utilize social media such as YouTube and Twitter to enhance their professional development and build their professional learning networks. Data analysis, personal observations and program evaluation enable them to determine building and department needs. New programs are piloted in the district and implementation of new programs is based on success of the pilots. Administrators seek to remain current with pedagogy through conference attendance and participation in relevant workshops. By maintaining professional memberships,	Building Principal	None	06/30/2025	\$0

## 2022-2025 Instructional Technology Plan - 2021

## IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		<p>practicing administrators and educators access journals and materials related to their fields. Commitment to networking allows colleagues to gain knowledge of practices in nearby districts in order to determine relevance and effectiveness. Our administrative team spends time exploring professional development techniques. Purposeful attendance at conferences is designed to support professional learning goals and increase instructional strategies. If they feel it is beneficial, they will provide their staff professional development. Training is provided through a variety of methods from email messages with resources, Canvas online collaborative courses, webinars, expert demos, peer to peer and hands on workshops and meetings.</p>				
Action Step 2	Professional Development	Forestville CSD realizes the importance of professional development to integrate technology into teaching and learning. The true	Building Principal	Teacher on Special Assignment	06/30/2025	\$0

## 2022-2025 Instructional Technology Plan - 2021

## IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		challenge of professional development is to inspire and prepare classroom teachers to launch curriculum rich activities with the tools that make sense. Technology can be used as a tool to provide access to incredible resources that a teacher can use to greatly enhance the learning experience. Our professional development plan includes workshops, one-to-one sessions, in-service course offerings, collegial circles, Superintendent's Conference Days, peer coaching, conferences, technology department technical support, one-on-one training, and Erie 1 BOCES workshops and training. Our goal is to empower educators to effectively take advantage of digital resources and professional development websites as they design technology-embedded lessons and units of study. One of the main goals of the technology department is that teachers will create				

## 2022-2025 Instructional Technology Plan - 2021

## IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		<p>their own learning networks. Learning networks represent the increased strength of two people over the power of an individual. We use the turnkey training method when implementing new procedures such as utilizing website subscriptions, using the PowerSchool Gradebook, and using Google Classroom. Teachers have an historic opportunity to teach students to use their power to access unlimited amounts of information. All staff receive timely, appropriate and ongoing development opportunities. We must become life-long learners ourselves and create a learning organization. These opportunities must be flexible enough to address the various needs and learning styles of all individuals. In-service courses have included: analyzing STAR test results, SmartBoard and Notebook Use, Google Drive, Using Flocabulary and BrainPop in the Classroom, Google Classroom,</p>				

## 2022-2025 Instructional Technology Plan - 2021

## IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		GoogleChrome, School Website Page Editing, Learning with Kahoot!, Advanced GoogleClassroom, and Google Docs. Futurecourses will be based on teacher needsand feedback. Many of our professionaldevelopm ent workshops incorporateusing technology through website and online resources.				
Action Step 3	Professional Development	Professional development should beongoing and supported by the variousstakeholders. The intent is forparticipants to remain current withpedagogy and advancements ineducational research throughdevelopment of new skills or increasingexpertise. The first step is to assess theinstructional needs and areas ofopportunity to enhance instruction. Thedirector of technology and schooladministrators select participants basedon level or subject area and determinethe ultimate goal of the professionaldevelopm ent in alignment with standardsand district goals.	Building Principal	Teacher on Special Assignment	06/30/2025	\$0



## 2022-2025 Instructional Technology Plan - 2021

## IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		Personalizing instruction to meet the needs of individual learners is as important for staff members as it is for students. Professional Development is based on department, school or individual needs such as new programs are implemented or when new standards are introduced. Professional development is also needed to support a district philosophy such as differentiated learning or UBD (Understanding By Design) as well as success for all students. Staff relate best when learning from their peers. Our professional development sessions occur through department, building, and grade level meetings. We offer several in-service day courses throughout the year.				
Action Step 4	Evaluation	Evaluation of professional development begins with a baseline to determine current levels of performance and learning. Next, goals must be established to measure progress throughout the process. This includes level of	Other (please identify in Column 5)	Technology Committee	06/30/2025	\$0

## 2022-2025 Instructional Technology Plan - 2021

## IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		<p>teacher understanding, changes to instructional practice, and impact on student performance to determine effectiveness and identify gaps in knowledge and skills. To truly evaluate professional development teacher observation and evaluation is vital to determining if new training has transformed teaching and learning in the classroom. In some cases, evaluation of staff professional development is done through several methods mostly through surveys. Forestville strives to offer teachers, staff and students the highest standard of technology possible. Teachers will receive training as well as ongoing support on technology equipment and curriculum integration. No longer will classrooms be confined by time and space. Our children will truly be connected learners -- sharing, exploring and evaluating information through many forms of interactive technology. The goal of the</p>				

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## IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		technology plan is to create a student-centered, technology enhanced learning environment in which students, staff and community are able to effectively use technology with confidence and competence, create seamless integration of technology into all phases of the curriculum, raise student achievement and foster lifelong learning. Through the use of technology, various learning styles will be addressed so that all students can learn and achieve success in a global world.				

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	(No Response)	(No	(No Response)	(No	(No Response)

**2022-2025 Instructional Technology Plan - 2021**IV. Action Plan - Goal 2

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

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

## IV. Action Plan - Goal 3

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**1. Enter Goal 3 below:**

Provide a device for every student that can be utilized for improved achievement and engagement at every level of the educational process whether at home or in district.

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

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

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

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

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

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

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

Evaluate hardware requirements annually for effective usage of the following resources: • Current e-text resources • Zoom Video Conferencing • Google Classroom • WiFi Capabilities • Chrome OS Update capable Evaluate annually through a survey, student internet access at their place of residence to include the following metrics: • Access • Usability (video capable) • Prohibitions

**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	Purchasing	Purchase devices based on research done on metrics established in	Director of Technology	Business Official	06/30/2025	\$160,000

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

## 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
		question5				
Action Step 2	Evaluation	Gather the information to gather data forevaluation of question5 based on availability	Director of Technology	Teacher on Special Assignment	06/30/2025	\$0
Action Step 3	N/A	None	N/A	None	06/30/2025	\$0
Action Step 4	N/A	None	N/A	None	06/30/2025	\$0

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	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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

Yes

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

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

## IV. Action Plan - Goal 4

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**1. Enter Goal 4 below:**

Update/replace aging classroom learning technology to include new interactive displays, document cameras, teacher laptops, stand-up desks, and other associated furniture.

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

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

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

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

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

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

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

A pilot system will be used in a classroom in each building to determine the ideal setup. Teachers will then be surveyed and asked for ongoing feedback, and adjustments will be made to ensure the best fit for the teachers and students.

**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	Research	Bring in pilot/demo units to determine best fit	Director of Technology	Teachers	08/31/2023	\$0
Action Step 2	Purchasing	Work with Business Office to develop purchasing plan using	Director of Technology	Business Official	08/31/2023	\$175,000

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

## 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
		available funding				
Action Step 3	Implementation	Develop installation plan with maintenance staff	Director of Technology	Director of Facilities	08/31/2023	\$0
Action Step 4	Professional Development	Provide training to teachers in the effective use of the technology and online resources	Teacher on Special Assignment	Teachers	08/31/2023	\$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	Evaluation	Survey teachers throughout the year for feedback on learning effectiveness, and technical operation. Provide additional professional development and technical support as needed.	Teacher on Special Assignment	Director of Technology	(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

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



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

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

It is the ultimate goal of the technology plan to enhance teaching and learning. The mission of Forestville CSD is to empower all students to become lifelong learners who can achieve their potential. We wish to create an environment to enable engaged learners to flourish. Substantial improvements in the quality of our educational system will result from increased use of appropriate computer-related instructional technologies. Through the use of technology, various learning styles will be addressed so that all students can learn and achieve success. "An important part of our mission is to learn to use technology and use technology to learn." - Alan November. Forestville strives to offer teachers, staff and students the highest standard of technology possible. Teachers will receive training as well as ongoing support with technology equipment and curriculum integration. No longer will classrooms be confined by time and space. Our children will truly be connected learners -- sharing, exploring and evaluating information through many forms of interactive technology. The goal of the technology plan is to create a student-centered, technology-enhanced learning environment in which students, staff and community are able to use technology effectively with confidence and competence, creating seamless integration of technology into all phases of the curriculum; raising student achievement; and, fostering lifelong learning. Through the use of technology, various learning styles will be addressed so that all students can learn and achieve success in a global world.

- 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.**

We will continue to provide students access to 1:1 devices but as a rural district, not everyone has access to broadband internet that would be able to facilitate remote learning. We do not have adequate cell coverage to provide personal wifi devices that utilize cell coverage and our internet providers have had no incentive to expand their coverage to our more rural areas. The long term goal to facilitate access to broadband internet would fall upon the state as a local school district doesn't have the funds and/or resources to implement any solutions. We have provided public wifi in all district parking lots for parents and children to utilize as well as provided district owned MiFi's to families with financial hardships for students to work remotely. We also share information to parents about resources available to them to utilize the technology provided by the district on the district's website.

- 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.**

The Forestville School District's instructional technology plan incorporates assistive technology services and/or devices as recommended by the Committee on Special Education (CSE). Once an assistive technology evaluation has been completed, the evaluation is given to the district CSE Chairperson who approves and places the requests with the technology department for configuring and managing tablets, laptops, Chromebooks, digital and audio books, translators, spelling devices and visual aids. Before deploying any assistive, adaptive or rehabilitative devices, the technician will meet with both the teacher and the student to observe the use of the recommended intervention. The technician will then meet with the teacher to discuss device(s), software, apps or augmentative device training. Based on a student's IEP, the technician will consult with special education teachers throughout the school year to ensure that students with disabilities have equitable access to instruction, materials and assessments. The Forestville School District's instructional technology plan addresses the provision of assistive technology specifically for students with disabilities ensuring access to instruction and participation in the general curriculum. Assistive technology is integrated into the student's total education program rather than delivered as a stand-alone service. For example, computer-based instruction may be needed for independent participation in activities supporting the curriculum. Software can be selected which mirrors the conceptual framework of the regular curriculum, offering an alternative way to respond to learning and meet educational goals. Software and apps can provide the tools for written expression, spelling, calculation, reading, basic reasoning and higher level thinking skills, just to name a few areas where technology provides access for students with disabilities. The Forestville School District's instructional technology plan addresses the provision of assistive technology specifically for students with disabilities, ensuring access to instruction and participation in the general curriculum. Assistive technology is integrated into the student's total education program rather than delivered as a stand-alone service. Based on a student's IEP, a Pupil Personnel Services (PPS) support technician will consult with special education teachers throughout the school year to ensure students with disabilities have equitable access to instruction, materials and assessments.

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

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- 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)

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

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

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

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

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

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

Yes

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

In the 5 languages most commonly spoken in the district

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

(No Response)

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

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

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

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

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

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

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

- ☐ The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
- ☐ The district uses instructional technology to facilitate classroom projects that involve the community.
- ☐ The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.
- ☐ The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- ☒ The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.
- ☐ The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- ☐ Other (please identify in Question 10a, below)

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

## 2022-2025 Instructional Technology Plan - 2021

## VI. Administrative Management Plan

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

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

2. **Investment Plan** Provide a three-year investment plan to support the vision and goals. All costs must be calculated for the entire three year-period, not annualized. For example, if a cost occurs annually, the estimated cost should include the annual cost times three. Provide a three-year investment plan to support the vision in Section II and goals in Section IV. A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question. All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	End User Computing Devices	N/A	160,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	Other (please identify in next column, to the right)	Interactive Panels	150,000	One-time	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate	N/A

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## 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
					<input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	End User Computing Devices	N/A	20,000	One-time	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	Peripheral Devices	N/A	5,000	One-time	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources	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
					<input type="checkbox"/> Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
<b>Totals:</b>			<b>335,000</b>			

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

Yes

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

<https://www.forestville.com/Page/53>

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



**2022-2025 Instructional Technology Plan - 2021****VII. Sharing Innovative Educational Technology Programs**

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

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Melissa Press	Technology Integration Specialist	mpress@forestville.com	<input checked="" type="checkbox"/> 1:1 Device Program <input checked="" type="checkbox"/> Active Learning Spaces/Makerspaces <input checked="" type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input checked="" type="checkbox"/> Instruction and Learning with Technology <input checked="" type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input checked="" type="checkbox"/> Online Learning <input type="checkbox"/> Personalized

**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 <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input checked="" type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Michael Murphy	Director of Technology	mmurphy@forestville.com	<input checked="" type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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

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

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