Fabius-Pompey Central School District
Technology Integration Plan
2022-2025

The Technology Committee

Dr. Lloyd L. Peck, Ed.D	Superintendent of Schools
Mr. Dan Silky	Business Administrator
Mr. Kevin Linck	Mr. Kevin Linck- MSHS Principal
Mrs. Mary Henderson	MSHS Assistant Principal/Director of Technology/Data Protection Officer
Mr. Michael Pliss	Technology Director at CNYRIC`
Mr. Bill Gumpper	MSHS Social Studies Teacher/ Tech Mentor, Parent
Mrs. Hillary Lang	MSHS English Teacher/ Tech Mentor, Parent
Mrs. Elisa McCarthy	Second grade Teacher
Ms. Melissa Porter	Librarian

District Mission/Vision Statements

District Mission

The mission of the Fabius-Pompey Central School District is to provide an inclusive, safe learning environment where diverse forms of development are embraced, and core values such as integrity, respect, justice, and compassion are cultivated. Students take ownership of their learning, reaching their full potential with the help of the entire community. We promote emotional development and critical thinking through ongoing and varied opportunities. Our close-knit community fosters a supportive environment where open lines of communication are respected and maintained. Our goal is to prepare lifelong learners who are passionate and able to contribute to their community and our global society.

District Vision

Fabius-Pompey Central School District's administration and faculty work together to guide students through their journey of academic achievement and self-discovery. A positive environment combined with a well-structured curriculum ensures students will obtain a well-rounded education that prepares them to pursue their goals and to benefit their community. Technology has been a large part of our student's educational experience. The District, its students, staff, parents, and residents are seeing the results of the efforts with the investment of time and money in expanding its technology program. The realized results have served to create even more interest and commitment to continue to expand the District's efforts in the area of technology.
This technology plan is premised on the idea that technology in the classroom can no longer be seen as an addition to the instructional environment, but as critical to its daily operation. Through providing our students and teaching staff with technology, we hope to ensure learning environments that can transform the dialog in the classroom from one of rote memory to one of exploration, discovery, and individualized student creativity and problem solving.

The District's Technology Committee develops the Fabius-Pompey Central School District's Instructional Technology Plan. The Technology Coordinator facilitates the committee. The members of the committee are representatives from both buildings, District technical support staff, and building administrators. The committee meets regularly throughout the year and is charged with overseeing the integration of instruction and technology across all District curriculum areas.
The Fabius-Pompey School District Instructional Technology Plan includes clear goals and realistic strategies, professional development plans, an assessment of the district's needs, an annual budget, and a staff survey which is used as an evaluation process. A major emphasis of our instructional technology program has been increased parent / community communication through our District technology using the District's website, email, communication tools such as Schoolmessenger and Parentsquare and electronic grading. These applications bridge the gap between home and school. The Technology Committee has assessed the present state of technology in the District and has compiled a plan for addressing the District's technology needs for the future. The Committee has developed a plan that can be implemented in three years to ensure students, faculty, and community members are able to utilize these opportunities.

Plan Summary

We have focused on a committee approach which features several school community stakeholders including, teachers, library media specialists, students, BOCES personnel, the tech director at the CNYRIC, and the tech director at Fabius-Pompey CSD, administration, board of education members, and community members. These meetings take place through a variety of approaches, virtual and in-person. Agendas are set using approaches which allow all stakeholders to gather information from those that they represent.
The timeline of the tech plan began in September 2021, and meetings are held twice monthly to discuss district

needs and ideas for implementation. Stakeholders have been involved from the beginning.
Meetings occur weekly with the Technology Director at FP and the CNYRIC staff to coordinate the outcomes of the plan.

Building Upon the 2018-2021 Plan

This district's Instructional Technology Plan builds upon the current plan by the continuation of evaluation of current technology practices. Through evaluation and reflective practice we are able to make changes within the technology learning environment. The planning process differs from previous years in that technology has become a primary focus and necessity integrated into the lives of all staff and students. The results of the pandemic are vast enough, which have caused a shift towards readily available internet and all students have 1:1 devices. We offer hotspots to students without reliable internet at home through a company, Kajeet. We are working through the NIST framework. An area of improvement will be to bring in more instructional training for technology for staff members.

Leveraging What we Learned During COVID

This district Instructional Technology Plan reflects experiences during the COVID pandemic by addressing that digital equity is occurring across the school community, ensuring that all students have access to wifi enabled devices and internet.

Kajeet hotspots are handed out to support families without reliable connectivity. Each student and staff member are assigned a wifi enabled device, staff members can also use a Kajeet hotspot if they have connectivity issues at home. We have web based filtering in place to ensure safety on and off campus during school hours and after school hours. School campus connectivity reliability has increased with the addition of new Meraki access points. We have applications in use to better manage devices such as Mosley, Crowdstrike, and Lightspeed Relay. We are using PDQ to enhance PC management and inventory control.

The district has worked on increasing communication and engagement with families through many different modes such as remote technical support, Parentsquare, Schoolmessenger, robo calls, text messages and e-mails.

As a result of the pandemic, we continue to use Google Meet, Zoom, increased use of web-based software platforms, increased communication with stakeholders (staff, students, parents), and tutoring students after school through Google Meet. Our district is currently 1:1 with devices.

Professional Development Plan

Professional development offerings will be held on Staff Development days throughout the academic year, as well as during team and grade level meetings, building technology committee meetings, and district Professional Development Team meetings. The content of staff development will vary according to the monthly building level tech meetings, and the results of the staff needs assessment survey.

On staff development days, the district provides training to staff surrounding Ed law 2D, Data security, phishing attacks, and secure password protection. Different learning styles are accommodated through personalized learning, instructional videos, professional articles, and small group instruction. Professional development will also be offered through synchronous and asynchronous instruction for staff and community members.

Goal Attainment

Digital Content
Goal: The District uses standards-based, accessible digital content that supports all curricula for all learners.
Response: The district has met the goal significantly.
Justification: the district uses grade- appropriate learning management systems such as Google Suite to organize, curate and deliver digital content developed within the district and through external sources. This meets the diverse needs of all students.

Digital Use
Goal: The District's learners, teachers, and administrators are proficient in the use of technology for learning.
Response: The district has met the goal significantly.
Justification: The faculty and staff have various levels of proficiency, as the pandemic forced a great deal of accelerated technological adoption within the district. All students access google classroom and the Google Suite to access learning materials.

Digital Capacity and Access
Goal: The District's technology infrastructure supports learning and teaching in all of the District's environments.
Response: The district has met the goal significantly.
Justification: The district has recently upgraded wifi Meraki access points to ensure improved connectivity within the buildings. Our partnership with Kajeet provides hotspots to students who may not otherwise have access to broadband internet outside of school.

Leadership
Goal: The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.
Response: The district has met the goal significantly.
Justification: Fabius-Pompey's technology program is embedded throughout the K-12 curriculum, expanding the classroom beyond the physical space to the world, 24 hours a day. This program isn't limited to just the use of technology in support of instruction, but also fostering informed, safe, confident and responsible citizens of the digital world.

Accountability
Goal: 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.
Response: The district has met the goal significantly.
Justification: The Fabius-Pompey CSD website serves as a central communication tool for faculty, staff, students, parents and community members. Our website is significantly meeting this goal, and we are revising the website to ensure it best meets the needs of its community.

Action Plan

Goal 1: Technology Integration: Provide faculty with the resources and training needed to support collaborative student-centered learning environments with high-quality instruction for every student.

- Hire a part time instructional technology specialist. The instructional specialist will model the use of technology in instructional design for technology teacher leaders, who can then relay information to staff. The IT specialist can work with groups of teachers, or groups of students to train on software, to design Knowbe4 Training Campaigns, and to create digital instructional content for teachers and students.

Select the NYSED Goal that best aligns with the district goal: Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.

Target student populations: All students.

Goal 1	**Action Step**	**Description**	**Responsible Stakeholder**	**"Other" Res. Stake.**	**Antic. Date completion**	**Antic. Cost**
Action Step 1	Staff Development Day	Improve communication with Parentsquare	Director of Technology	Principals Tech Int specialist Teacher mentors	Sept 30, 2022	$3,000
Action Step 2	Staff Development Day	Training by tech mentors on the promethean boards to all staff	Director of Technology	Principals Tech Int specialist Teacher mentors	Nov 30, 2022	$3,000
Action Step 3	Staff Development Day	Data Security Training	Director of Technology	Principals Tech Int specialist Teacher mentors	Mar 2023	$3,000
Action Step 4	Staff Development Day	Train teachers on a variety of applications applicable to their grade level and/or content area	Director of Technology	Principals Tech Int specialist Teacher mentors	June 2023	$3,000

How Goal #1 will be measured

This goal will be measured through teacher attendance, along with webinar attendance. We will follow up with teacher surveys to measure the success of our goal by measuring improvements to tech integration in their class plans.

We will use this data to answer questions such as:

- What is the average of technology improvement across technology plans?
- What is the subject area - how has this impacted teachers departmentally?
- How does the training connect to the tech integration in the classroom? How was the lesson plan modified?
- What training is the most effective at increasing tech integration in instruction?

Goal 2: Enhanced classroom technology. Our commitment to a 1:1 model with chromebooks, providing hotspots for students to be able to go home to do work, interactive promethean boards for teachers in the classroom, projectors for classrooms as we transition to the use of promethean boards. Augmented reality, virtual learning and gamification of education tools.

Select the NYSED Goal that best aligns with the district goal: Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences.

Target student population(s): All students.

Goal 2	**Action Step**	**Description**	**Responsible Stakeholder**	**"Other" Res. Stake.**	**Antic. Date completion**	**Antic. Cost**
Action Step 1	Hand out chromebooks every fall	Every student receives a chromebook	Director of Technology	Librarians LAN Tech	Sept. 2022	$45,000/year
Action Step 2	Lifecycle PC Replacement	Every teacher every 4 years	Director of Technology	LAN Tech Network Admin	Sept. 2022	$30,000/year
Action Step 3	Converting projectors to interactive white boards	30% of classrooms per year	Director of Technology	LAN Tech Maintenance or contractor	Sept. 2025	$58,000/year
Action Step 4	Augmented reality, virtual reality	Kits for tech mentors 1 at HS 1 at MS 1 at ES	Director of Technology	Tech integration specialist Technology teacher leaders	Sept. 2025	$30,000/one time cost

How Goal #2 will be measured

Chromebooks are given to every individual student, and the assets will be given to every classroom for equitable learning. The learning outcomes of early adopters of the promethean boards will be compared to the learning outcomes of more traditional classrooms. Teacher and student surveys will be used to evaluate the effectiveness of the implementation of technology.

Goal #3: Improving Security and Implementing NIST (National Institute of Standards and Technology) framework to reduce cybersecurity risk, formalizing an Incident Response Plan, a Disaster Recovery Plan, and data security.

Select the NYSED Goal that best aligns with the district goal: Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders. Target population: All students. Additional target populations: Teachers/Teacher aides, Administrators, Parents/Guardians/Families/School Community, Technology Integration Specialists

Goal 3	**Action Step**	**Description**	**Responsible Stakeholder**	**"Other" Res. Stake.**	**Antic. Date completion**	**Antic. Cost**
Action Step 1	Cybersecurity	Formailize and practice an Incident Response Plan	Director of Technology	Administrative team IT Team CNYRIC team Maintenance And other staff	June 2023	$7,500-OCM DPSS Coser
Action Step 2	NIST Framework and Data Security	To implement the NIST Framework across all areas	Director of Technology	Administrative team IT Team CNYRIC team Maintenance And other staff	June 2025	OCM DPSS Coser $7,500/year
Action Step 3	Video Security	To implement video security cameras in the hallways in both buildings.	Director of Technology	IT Team CNYRIC team Maintenance	June 2025	Day Automation- ($2k/camera) $300,000 ($35,000 per year is state aidable)

How Goal #3 will be measured

The Incident Response Plan and Disaster Recovery Plan should be reviewed and approved by the Board of Education. This will be reviewed regularly by the Director of Technology and the administrative team.

Implementing the NIST framework: we will conduct a third party security audit annually to provide areas of growth and improvement.

We will measure improvements in video security by the number of cameras deployed. By the number of times video artifacts are used to inform disciplinary or criminal processes.

Data Security training annually delivered to staff. Mandated annual security training through monthly Knowbe4 testing and training, and other training which occur through tech mentors.

Goal #4: STEAM-Science, Technology, Engineering, Arts and Mathematics
Continue to support the new agricultural curriculum, and developing new curriculum for coding, computer science, gaming and robotics and other STEAM related courses. Build and maintain infrastructure as required by the curricular goals of the STEAM curriculum.

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. 2. Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences. Target population(s): Middle School, High School Students

Goal 4	**Action Step**	**Description**	**Responsible Stakeholder**	**"Other" Res. Stake.**	**Antic. Date completion**	**Antic. Cost**
Action Step 1	Support agricultural curriculum	Continue to support and develop the agriculture curriculum	Principal	Admin. DOT CNYRIC tech staff Agriculture teacher & Technology teacher	2022-2023	$5,000
Action Step 2	Support new student curriculum	Establish new curriculum for coding, robotics, gaming, esports, and computer science	Principal	Admin. DOT CNYRIC tech staff Board of Education, Librarians	2022-2025	$10,000

<u>How Goal #4 will be measured</u>

The success of this program can be measured by the number of students in the curriculum, and how many STEAM classes are being offered.

Goal #5- Infrastructure: Maintain a robust and flexible infrastructure to support all curriculum and operations. Maintain a budget to support proactive lifecycle maintenance.

Select the NYSED goal that best aligns with this district goal: Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences.

Target population: All students.

Goal 5	Action Step	Description	Responsible Stakeholder	"Other" Res. Stake.	Antic. Date completion	Antic. Cost
Action Step 1	Wifi	Expand the wifi footprint to include the campus grounds for outdoor education	DOT	Admin. Teachers Board of Education	2022-2025	$21,000
Action Step 2	Upgrade Access control	Upgrade Access control for all doors into both buildings.	DOT	Admin. Teachers Board of Education	2023-2025	$150,000
Action Step 3	Public address system & Clocks	Update the PA system and clocks with integrated network solution. Add additional switch capacity as needed.	DOT	Admin. Teachers Board of Education	2023-2025	$200,000

How Goal #5 will be measured

The success can be measured by standard curriculum classes. One indicator is student participation and another is monitoring the age of equipment and ensuring it is replaced within its lifecycle.

NYSED Initiatives Alignment

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.**

Chromebooks, ipads and projectors, and internet resources are being used in all instructional spaces and classrooms. The use of these devices are used for the majority of lesson plans districtwide. We are still working on multiple pathways, but the district primarily uses google classroom to enhance instruction.

2. Explain the strategies the district plans to implement to address the need to provide equitable learning "everywhere, all the time" (National Technology Plan). Include both short and long-term solutions, such as device access, internet access, human capacity, infrastructure, partnerships, etc.

One of the valuable lessons from the pandemic was that digitizing lessons improved instruction. It accelerated class planning. This made instruction easier and more flexible since every teacher could teach remotely, and students could also engage remotely in learning. For those students who do not have reliable internet, the district provides kajeet hotspots to provide a stable source.

The district is exploring options with the county to determine broadband needs. We won't have equity until everyone has high level broadband access. We are working in concert with Governor Hochul's "ConnectALL" initiative.

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 Fabius-Pompey CSD recognizes the positive impact for students when classrooms embed appropriate use of technology for learning. Special Education students and English Language Learners benefit from the purposeful use of technology that supports differentiated instruction. Examples of technology currently used for students with disabilities and English language learners include but are not limited to:

- Texthelp Read&Write accessibility software is purchased for text to speech translation.

- Larger monitors for visual aid, we purchase specific cables to hook up the student chromebook with the monitor.
- Audio enhanced system- the teacher wears the device, the student wears an earpiece to enhance sound.
- iPads with specific instructional apps
- Text magnification software

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 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.

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.

- Other (please identify in Question 5a, below): Training has been offered to staff to align IEP goal writing with frontline IEP direct.

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

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

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.

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.**

- Technology to support writers in the elementary classroom
- Technology to support writers in the secondary classroom
- Multiple ways of assessing student learning through technology
- Other: Teachers work independently to pursue instructional skills. They attend workshops outside of the district and through BOCES.

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.**

- If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.
- Offer/phone/enrollment as an alternative to/in-person/enrollment.
- Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity
- Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions.
- Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.
- Provide students a way to protect and charge any devices they are provided/with/by the district.
- Replace devices that are damaged or stolen/as needed.
- Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity.
- Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website.

- Class lesson plans, materials, and assignment instructions are available to students and families for direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work.
- Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.

10. **How does the district use instructional technology to facilitate culturally responsive instruction and learning environments? Please check all that apply.**

- 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 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 enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.

Administrative Management Plan

District Technology Leadership:

Mike Pliss 0.2

Mary Henderson 0.2

Instructional Support:

HS Teacher Tech Mentor 0.1

MS Teacher Tech Mentor 0.1

ES Teacher Tech Mentor 0.1

Technical Support:

Virtual Network Administrator 0.5

Lan Tech 0.5

Investment Plan

Investment Plan Priority	Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?
1	End User Computing Devices	$105,000.00	Annual
2	Instructional & Administrative Software	$375,208.01	Annual
3	Network & Infrastructure	$237,463.00	Annual
4	Professional Development	$43,450.00	Annual
	TOTAL	$761,121.01	