2022-2025 Instructional Technology Plan - 2021

I. District LEA Information
_____

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

Robert LaVigna

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

Director of Technology

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

   To teach, to encourage, to challenge, to learn. The William Floyd School District is an active partnership of students, parents, educators, staff, and community. We are committed to teach, encourage, and challenge all students to fulfill their intellectual, emotional, aesthetic, and physical potential, and to apply their knowledge and skills to become contributing, responsible citizens of a rapidly changing, diverse, global society. Our mission will be achieved in a leaner-centered, nurturing and safe environment, designed to empower students with the ability and desire to thrive as life-long learners.

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

   Vision: We are known as a team of experts who share a passion for applying innovation & technology to enable, students, teachers and administrative staff meet their goals.
   Tech Mission: Deliver higher quality and cost-efficient solutions through effective stewardship of the WF Technology Infrastructure. Support K-12teachers and staff in their use of technology in all curricular areas. We are the "partner of choice" for all technology projects.

   Tech Aspirations:
   One Team:
   1. We share the "One Team" identity, built on a strong foundation of trust and teamwork.
   2. We develop great alignment with our staff and build strong relationships through a transparent approach.
   3. We commit only what we can deliver and we deliver on our commitments (trustworthy, credible, reliable).

   Team of experts:

    1. We are professionals who work hard to develop to our greatest individual potential and stay current on developing technology.

   Passion to enable William Floyd:
   1. We share a passion and commitment for helping our administrators, teachers, and students.
   2. We produce exceptional results (enabling/differentiating WF from other districts).

   Higher quality and lower costs:
   1. We will deliver annual efficiencies wherever possible; while continuing to improve overall quality.

   Effective stewards:
   1. Stewards are experts who act with the districts' long-term best interest in mind to create effective sustainable & secure solutions for WF.

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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 district used a multi-pronged approach to gather input for the Technology Plan. The planning process started in 2021 and concluded in March 2022. There were meetings held with Departmental areas to discuss instructional goals and how technology plays a role. Stakeholder groups included our Assistant Superintendents, Directors, Chair People, Principals, Teachers, and Support Staff. The outcome of the discussions resulted in the plan development.

In addition, we have a Technology Committee that provides valuable input for technology projects. These team members help us ensure continuity from the initial creation of the plan and allow for iterative updates throughout the three year cycle based on their feedback.
The district made sure to select a diverse set of committee members so there is broad representation and multiple stakeholder participants. We have included the following roles
1. Administrators
2. Teachers
3. Librarians
4. Special Education
In addition, the participants were selected from multiple grade levels, subject areas, and buildings to best represent the overall district needs. As needed subcommittees are formed.
 Committee outcomes and ideas are presented and reviewed in more detail along with budget alignment.
As needed, plans will be presented to the BOE meetings giving community members the opportunity to listen and provide feedback.
The overall Technology plan is in alignment with the District Professional Development plan.

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

The prior plan helped establish a starting point for our technology infrastructure and classroom technology. In the last plan, we focused on a district wide interactive whiteboard deployment for all classrooms. This new plan introduces network upgrades via our Smart Schools Plan and focuses on more student devices for digital learning. Everything introduced in this plan will depend or integrate with the efforts from our last three- year plan.

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

One of the areas our new plan is focused on is to provide more devices for students. At the start of the pandemic, we had many devices on back order and struggled to obtain equipment at the pace required. Adding these devices proactively as part of a sustainable multi-year plan will allow us to support more digital learning initiatives and apply lessons learned during the pandemic. The availability of more devices will help us with blended learning options, drive technology proficiency, and align with NYSED standards.

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

No

6a.   **What are your plans to become a fully 1:1 District? (Covers all grades K-12 as applicable)**

We are planning additional Chromebook purchases through a multi-year financed project leveraging BOCES. The goal is to introduce devices with a complete plan and focus on sustainability to ensure devices are refreshed as they age out.

6b.   **When will the District become fully 1:1?**

Unknown

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

The District has an on-site Staff Developer dedicated to our Secondary instructional team and a Model Schools Technology Integration Specialist dedicated to our Elementary instructional team. These individuals support building the capacity of educators and administrators in the attainment of the instructional technology visions. In order to determine the current capacity of educators we have conducted several suverys to gauge the teacher's use of district technology and professional development needs for the different platforms. We have used survey results to develop self-paced webinars and training videos, provided opportunities for one-on-one support with our instructional technology specialist for specific needs, and scheduled various professional development opportunities afterschool. We will be looking at data to see how many teachers are attending PD sessions, how many are using the different instructional technology platforms we are making available to them, and the types of questions/support they are still asking. We will continue to re-evaluate the instructional technology needs of our teachers on a regular basis.

The district also performs the following specific tasks to support the teachers with instructional technology:

• Utilizing Canvas Coaches in the middle and high schools

• Developed support sites within Canvas for teachers and one for students where they can go for help with different features

• We are developing training videos to support the use of instructional applications and to promote their use in different content areas

• NEWSELA webinars on a variety of topics from working with ELLs to creating more meaningful instructional activities using their platform

• Imbedded and ongoing professional development on effective use and integration of SAVVAS learning platform in Mathematics including use of ELL strategies, and Home Language resources and assessments (K-5)

• Imbedded and ongoing professional development on effective use and integration of SAVVAS learning platform in Literacy including use of ELL strategies, and Home Language resources and assessments (K-5)

• ENL Teacher Leader K-12 professional development provided to colleagues on effective use of instructional strategies which includes use of technology to support ELLs

• ENL Teacher Leader K-5 professional development provided to colleagues on Immigrant Experience and Culturally Responsive educational strategies

• K-5 Teacher Leader professional development provided to colleagues on Culturally Responsive Education Framework

• K-8 Computer Science Digital Fluency Standards and integration of Computer Science across Content Area Learning Professional Development in collaboration with Longwood School District and Mouse, Inc.

In addition, the District's plan includes collaborating with the William Floyd Teacher Center's Professional Development team. The Teacher Center offers a variety of Professional Development Workshops that our teacher's utilize for ongoing development.

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III. Goal Attainment

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

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

    Significantly

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:

    Significantly

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:

    Significantly

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1. **Enter Goal 1 below:**

Execute the Core Network Smart Schools Plan that is currently approved in the NYSED Portal by upgrading the network switches in all eight of our buildings by 2024.

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

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

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

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

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

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

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

This instructional technology goal is measured and evaluated against our Core Network SSIP. As we progress through the plan, we will proceed with a building by building project used to track overall progress. Once the SSIP plan is executed and the reimbursement is complete will know the goal has been accomplished.

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	Planning	Create Building Upgrade Plan	Director of Technology	Assistant Superintendent	01/08/2023	N/A
Action Step 2	Purchasing	Purchase Network Infrastructure	Director of Technology	Business Office	01/08/2024	1,000,000
Action Step 3						

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Infrastructure	New Cable Installation	Director of Technology	Assistant Superintendent	01/20/2025	1,500,000
Action Step 4	Implementation	Migrate from old to new network	Director of Technology	Building Principal	06/30/2026	N/A

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

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

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IV. Action Plan - Goal 2

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1. **Enter Goal 2 below:**

    Help students meet the NYSED standards in Computer Science and Digital Fluency by providing a technology-enhanced learning environment.
    Complete the following Elementary initiatives to achieve this goal.
    • Plan and pilot technology to aide with the creation of Elementary STEM labs
    • Adopt the Savvas learning curriculum solutions for math and literacy
    • Leverage the Mouse organization to design and implement an Elementary program fulfills the NYSED Computer Science standards

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

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

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

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

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

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

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

    There is a variety of metrics that will be used to measure this goal.
    The savvas learning platform adoption and implementation has built in metrics for teachers and administrators.
    STEM lab initiativess are part of a technology evaluation program that will help us determine the compatibility level and impact of these efforts before making any large-scale purchases. Survey data, teacher, and technology feedback will be used to determine the final technology footprint in labs.
    Adoption of Computer Science efforts can be measured by application utilization and as we progress through the pilot. We are also planning to increase in the number of teachers over a five-year period that participate in the mouse project and implement the lessons in their classrooms. Our end state goal is 100% of our elementary teachers trained and implemented the lessons.

6. **List the action steps that correspond to Goal #2 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Elementary School librarians are culling sections of the computers science standards that will be implemented in their learning environments	Library Media Specialist	District Leadership	03/31/2023	$2,000
Action Step 2	Curriculum	Working with consultants to create STEM lab curriculum	Curriculum and Instruction Leader	District Leadership	08/30/2024	$3,000
Action Step 3	Professional Development	Secure consultants through mouse	Assistant Superintendent	District Leadership	08/28/2026	$600,000
Action Step 4	Purchasing	Secure subscription for Savvas learning platform	Assistant Superintendent	Business Office	08/31/2022	$750,000

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

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

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1. **Enter Goal 3 below:**

Expand access to technology devices for students by purchasing a Chromebook computer to cover our full student population in grades K-12.

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

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

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

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

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

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

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

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

The goal will be measured by using our District inventory system that tracks the location and quantity of devices available for student use. We will evaluate these metrics on a yearly basis, compared with our SIS enrollment data to reach our end goal.

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	Planning	Create five year plan	Director of Technology	Assistant Superintendent	09/01/2023	0
Action Step 2	Budgeting	Establish Multi-year purchase agreements with BOCES	Director of Technology	Business Office	09/30/2022	0
Action Step 3	Purchasing	Purchase equipment	Business	Director of Technology	06/27/2	1,400,000

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IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		through five multi-year agreements	Official		024	
Action Step 4	Implementation	Device Inventory, prep, and rollout	Director of Technology	Building Principals	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?**

   No

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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.**

The district uses technology as part of a comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students. We will continue to support teachers and administrators in both instruction and assessment in order to improve student academic growth. This includes incorporation of the K-12 Computer Science Digital Fluency Standards. Currently technology programs are utilized to support instructional programs such as Mathematics (enVision K-5), Reading, Writing, Listening and Speaking myView Literacy K-5) and Science (BOCES 4 Unit Resources) to assist in enhancing instruction, differentiating instruction and providing instructional support for struggling students. The WFSD integrates Canvas and iTutor™ into the instructional program to provide students with the ability to recover course credit and improve student performance. Technology enables administrators and teachers in Grades K-12 to assess, plan,differentiate and design instructional support and interventions based on students' performance in literacy and mathematics using NWEA reports(Grade K – 8). Teachers from all content areas and Grades 3-8 ELA and Math access reports from Eastern Suffolk BOCES Assessment Reporting Software (BARS). These reports include identifying areas aligned to NYS Learning standards that students need to be developed, reinforced and introduced. To support all students including ENL, google docs enables shared documents and resources to support instructional planning and teaching students with diverse language acquisition needs. To monitor student performance, technologies such as plickers and clickers facilitate ongoing formative assessment to monitor student performance. Nationally recognized software such as Project Lead the Way™ is an integral component of the district's Science, Technology, Engineering and Mathematics (STEM) initiative. Other instructional technologies that support STEM include computer science and academic computing software,data collection using the graphing calculator and the engineering suite which includes state-of- the -art hardware such as 3D printers and lasers.

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.**

Presently, in-person learning is available to all students. Devices are provided to students who are out on quarantine, or if there is a medical reason they cannot attend school. Within our schools, all students have access to desktops, Chromebook carts, and assistive technology, where applicable. Each classroom is also equipped with a Promethean Board. Our staff is trained through our full-time technology staff developer, and through a Teacher Integration Specialist from BOCES.

Our future short-term plan (3-5) calls for a multi-year agreement that would ultimately provide a district device to all students. We acknowledge that in increasing the technology demands, the district must expand its technology staffing so assist with distribution, asset control, maintenance, trouble shooting and training. This is part of our 3-5 year plan so that we can support 9,000 students on devices, while also maintaining the current classroom technology. In addition, we are upgrading the underlying network infrastructure in the district to support the increase in devices.

From a long-term perspective, the district is continuing to add to online curriculum, programs, as well further develop the use of a learning management system. Once we are able to ensure there are sufficient devices for all students, an adequate technology support network and all staff continues on the continuum to the full benefits of incorporating technology into instruction, the district will shift towards utilizing the devices beyond the school day. We will continue to work in partnership with Optimum, as a partner to ensure all students have access to wifi when not in school.

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V. NYSED Initiatives Alignment

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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 use of technology and assistive technology within the Special Education department supports its students with access to devices, apps, and programs. The supports serve as a way to access the class curriculum or offer remediation to students on their current level and ability. These additions allow the students to participate in the class curriculum or serve as support as it moves students towards their personal IEP goals. While using technology, instruction is created individually for a student or a group of students.

Students on all grade levels who are progressing towards graduating with a Regents diploma will utilize various web-based support tools if necessary, to mediate any learning or physical needs to access the general education curriculum; some of those tools utilized include IXL, Read 180, and Raz-kids.

In the classroom, teachers are using document cameras to display important information for all students to see. They are using google classroom, google docs, and google sheets to support the visual and auditory needs of the students. The real-time support of assistive technology allows the student(s) to see the work that is taking place on the actual worksheets or documents, and to have ongoing interactions with teachers in real-time, while the teacher is teaching.

Our teachers use videos to teach the students. This visual presentation of a topic is often used to support the comprehension of a particular topic or idea. The videos are often used to reteach materials and to serve as a reinforceer for information that was taught.

We have given our science teachers, in our 15:1 and 15:1:1 programs, Chromebooks to support interactive labs and to support vocabulary instruction through the use of various websites.

Our developmental instructional programs in grades K-12, and our speech departments are using iPads to support instruction within the classroom.. Assistive technology and web-based technology support is used by some of our classroom teachers and within our speech department. Teachers and therapists are using different speech based applications to target articulation and language goals. These programs support the students as per their IEPs or as a whole group depending on the program and their needs. Some of the apps that we have on our district and individual iPads are:

• Proloquo2go
• Dynavox
• Articulation Pro
• Webber Hearbuilder
• Dragon Dictation
• Handwriting Without Tears
• Sentence Maker
• Artic Pro
• ABA Buddy Apps
• Bitsboard
• Dragon Dictation
• Going Places
• Grammar UP
• Social Stories: Social Story: Story Creator
• ABA Emotions
• Prezi

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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.**

☐ Technology to support writers in the elementary classroom

☐ Technology to support writers in the secondary classroom

☐ Research, writing and technology in a digital world

☑ Enhancing children's vocabulary development with technology

☐ Reading strategies through technology for students with disabilities

☑ Choosing assistive technology for instructional purposes in the special education classroom

☑ Using technology to differentiate instruction in the special education classroom

☐ Using technology as a way for students with disabilities to demonstrate their knowledge and skills

☑ Multiple ways of assessing student learning through technology

☑ Electronic communication and collaboration

☐ Promotion of model digital citizenship and responsibility

☑ Integrating technology and curriculum across core content areas

☑ Helping students with disabilities to connect with the world

☐ 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)

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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.**

    ☑ Technology to support writers in the elementary classroom

    ☑ Technology to support writers in the secondary classroom

    ☑ Research, writing and technology in a digital world

    ☑ Writing and technology workshop for teachers

    ☑ Enhancing children's vocabulary development with technology

    ☑ Writer's workshop in the Bilingual classroom

    ☑ Reading strategies for English Language Learners

    ☐ Moving from learning letters to learning to read

    ☑ The power of technology to support language acquisition

    ☑ Using technology to differentiate instruction in the language classroom

    ☑ Multiple ways of assessing student learning through technology

    ☑ Electronic communication and collaboration

    ☑ Promotion of model digital citizenship and responsibility

    ☑ Integrating technology and curriculum across core content areas

    ☑ Web authoring tools

    ☑ Helping students connect with the world

    ☑ The interactive whiteboard and language learning

    ☑ Use camera for documentation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

☐ Provide online mentoring programs.

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

☑ Offer a technology/support hotline during flexible hours.

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

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

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

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

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

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	1.00
Technical Support	3.00
Totals:	**5.00**

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	Chromebooks	1,100,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
2	Network and Infrastructure	Network Switches	1,000,000	One-time	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☑ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Professional Development	For Teachers	600,000	Annual	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
4	Instructional and Administrative Software	Savvas Subscription	750,000	Annual	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
Totals:			**3,450,000**			

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.**

The plan is located on the district web site at https://www.wfsd.k12.ny.us/district/technology-department

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

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

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

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

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and

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

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

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

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