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?**

    Joseph Catania

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?**

   We are committed to the intellectual, cultural, physical, and emotional growth of our children in a safe and supportive environment. We believe that our primary responsibility is to educate all students to reach their greatest potential. We desire to have our students acquire knowledge, understanding, and appreciation of nature and civilization. We endeavor to teach students the skills to make choices and to develop talents that build self-esteem. It is our challenge that the students of the Washingtonville Central School District become caring, contributing members of the community, the nation, and the world.

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

   The Washingtonville CSD will leverage instructional technology to inspire, engage, and empower students to become lifelong learners and productive global citizens in today's technology-driven world.

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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 engaged in meaningful consultation with all stakeholders to develop answers to the instructional technology plan questions. This process began by administering a research-based technology and learning survey to families, students, teachers, and school leaders in November 2021. The survey results provided the district insight into four domains Washingtonville believes are crucial for successful technology implementation. These domains are outlined below: **Classroom**: How teachers and students are using technology to support learning in the classroom **Access**: The availability of devices and digital tools such as the Internet in school and home. **Skills:** Teachers' and students' confidence in, and frequency of, exercising foundational, online, and multimedia skills. **Environment**: How the Washingtonville Central school district's current policies and practices promote and support technology use in the classroom. The district formed an instructional technology planning committee of 21 stakeholders following the survey administration, including building-level administrators, district administrators, teachers, students, parents, and board members. The large group met four times throughout the months of December, January, and February. Each of the meetings had a clear purpose and objective. In addition to the Technology Committee, a Core Group was created that would meet more frequently and help provide leadership and guidance to the planning process for the whole District committee. This Core Group consisted of the Technology Director, two Instructional Technology Coaches, our teacher center Director, and the Assistant Superintendent of Curriculum and Instruction. **Core Group Meetings December 3**

- Finalized Technology committee stakeholder composition
- Reviewed relevant documents – e.g., guidance, current plan, district strategic plan
- Scheduled committee meetings and Invited committee Members
- Reviewed existing goals and discussed evidence
- Created agenda for the December 14th technology committee meeting

December 17

- Discussed the extent to which the district has achieved its vision for digital learning.
- Reviewed the current technology plan, vision, and goals
- Gathered data on progress towards meeting current goals
- Reviewed the technology survey results
- Created agenda for the January 13th technology committee meeting

January 13

- Examined the 2022-2025 goals in student learning, teacher skills/competencies/pedagogies, etc.
- Discussed effective evaluation planning
- Created agenda for the January 27th and February 15th technology committee meetings

February-March

- Assemble the full draft plan
- Attend to the budget
- Comb out overlaps and redundancies

Full Technology Committee Meetings (21 Members) December 14

- Reviewed New York State's technology vision, goals, and planning purpose.
- Reviewed technology planning timeline
- Examined and discussed survey results
- Examined current technology plan vision and goals

January 13

- Survey results were discussed in small group breakout sessions followed by each small group sharing results they believe to be significant with the whole group
- Within small group breakout sessions, committee members discussed goals from the previous plan in-depth.
- Robust large group discussions focused on the effectiveness of the current plan
- Models for SMART goal statements were shared and discussed
- Subcommittees were created to work on goal development and action planning

January 27

- Subcommittees shared goals with the full committee
- Committee discussed the finalized goals and action steps, suggestions were provided by members to the subcommittees, and modifications were made to the goals and action steps

February 15

- Committee agreed upon finalized goals
- Committee discussed different means to measure and evaluate goals

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Subcommittee Meetings January 14-26
- Subcommittees met multiple times to finalize the development of goals and action steps

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

Great effort was made by the district to ensure that the planning process included feedback from as many stakeholder groups as possible. Although surveys and committees were utilized in the development of the previous plan, the district invested in a research-based survey tool that provided very actionable data. The district used multiple modes of communication to increase participation in the survey. The frequency of planning meetings was increased from the previous three-year plan to better capture input and allow for deeper discussion related to technology use. The results of the technology survey combined with thoughtful analysis and discussion of a variety of data points empowered the technology committee to accurately identify strengths and weaknesses that exist after the implementation of the previous plan. The committee is in agreement that the 2022-2025 plan must build on the previous three-year plan, which focused on providing stakeholders with technology tools and resources. The technology committee reviewed physical asset and software inventories, application usage analytics, adopted budgets, and survey results to craft new goals which advance those from the previous plan.

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

The COVID 19 pandemic forced the school district to quickly pivot to remote learning and later to hybrid models. During this period the district was able to identify strengths and weaknesses as we strived to support teaching and learning. We focused on ways that we could support all stakeholders in order to ensure continued learning. There were a lot of changes to instruction during this time. Professional development not only focused on the features and functionality of instructional tech but also emphasized effective teaching strategies for maximizing student engagement. Supporting students and families through these changes was essential in order to keep students connected to their learning. The district began by addressing device deployment and internet connectivity, to the extent practicable, at students' places of residence. The district purchased additional resources which included Chromebooks, headsets, document cameras, hot spots. A device wet home with every staff member and student enrolled in the district, and hot spots were purchased for families who did not have home internet access. Staff, students, and parents had access to coaching, asynchronous, and synchronous PD during and after-school hours. Learning opportunities were presented online and/or in a blended format to increase access and opportunities for extended learning. The district launched Parent University which included live and pre-recorded training sessions where families were afforded the opportunity to make appointments with the Tech Dept and Tech Integrators for at the elbow support. With Instructional changes happening so quickly, we are working to ensure that students are more technologically proficient, using technology to engage in their learning. In order to do so professional development related to technology use, integration, and instructional design was planned based on the varied needs of educators. The priority for designing work sessions centered around strategies and approaches that increase student involvement, ways to collaborate using digital tools & effective communication strategies while teaching virtually. Flexible and accessible professional learning opportunities were made available to teachers several times a day and recorded many of the offerings to ensure they were accessible beyond a traditional workshop to ensure staff had sufficient background knowledge of the use and implementation of various instructional technologies made available during the pandemic.

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)**

The district was awarded enough money from the FCC's Emergency Connectivity Fund to purchase Chromebooks for all students in grades k-8. This has expedited our plan to become 1:1 because it has afforded us the ability to begin purchasing these devices in the current school year. We expect to have these additional Chromebooks deployed by the start of the 2022-2023 school year. We are already 1:1 in 9-12.

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

School year 2022-2023

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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 Washingtonville Central School District's Instructional Technology Professional Development Plan is a subset of the district's Professional Development Plan for Teaching and Learning. To realize our instructional technology vision, Washingtonville's technology professional development plan will provide professional learning experiences that empower educators to utilize technology purposely to deepen student learning. We recognize the importance of providing our educators with the support they need to be able to adapt to using a wide variety of technology for various classroom situations and environments. Educator-specific surveys were administered to all teachers to identify their current capacity. The survey results, teacher focus groups, and classroom observations provided data sources the technology committee analyzed to develop our Smart Goals, specifically Goal #3. Washingtonville will provide research-based, targeted, needs-based, and personalized professional development based on each teacher's capacity and interest.

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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:**

> 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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1. **Enter Goal 1 below:**

The District will review and revise the cybersecurity program to be in alignment with the NIST Cybersecurity Framework.

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
☐ 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.**

Third-party security experts will conduct NIST cybersecurity risk assessments during the start, middle, and end of the technology plan time period providing the district with data that will inform the enhancement of overall network protection. The results of those assessments will be reviewed throughout the implementation of the technology plan to monitor progress toward closing identified data security and privacy gaps. In addition, the results of those assessments will demonstrate the district's efforts toward achieving a cybersecurity maturity level of mature. These assessments will demonstrate the district has implemented the appropriate physical and environmental conrols which align with NIST guidance. The district's aim to reduce failed phishing campaigns by 5% each year will be an indicator to determine the efficacy of the yearly cybersecurity and data privacy training and quarterly communication efforts. In addition, the data provided will reveal the areas of continued susceptibility offering clear guidance on where additional targeted training is needed. Quarterly communications sent out to staff will be tracked through an email marketing system to show trends in open rates by staff. The district aims to increase open rates each quarter to achieve a 5% increase in yearly open rates for each campaign by streamlining communications through department and building-level administrators during monthly staff and faculty meetings.

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.**

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Evaluation	The district will partner with industry experts to conduct a NIST Cybersecurity assessment to identify security gaps and prioritize remediation steps at the beginning of the goal and at the completion.	Director of Technology	District Technology Staff	06/30/2025	40000
Action Step 2	Infrastructure	Upgrade areas of vulnerability within the network which includes switches, ports, and other notable network hardware to eliminate potential risks associated with outdated mechanisms.	Director of Technology	District Technology Staff	06/30/2025	550,000
Action Step 3	Cybersecurity	Vet and implement a new solution for phishing campaigns to continue to reinforce training, identify areas of risk, and enhance the layer of mitigation to defend against these types of attacks.	Director of Technology	Assistant Superintendent For Business	05/31/2023	0
Action Step 4	Cybersecurity	Streamline the communication efforts of the district-wide response protocol for all staff so appropriate mitigation techniques can be implemented in a timely manner.	Director of Technology	District & Building Leadership	06/30/2023	45,000

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.**

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Professional Development	Increase communication to staff around data privacy and cybersecurity through the monthly EdTech Times publication to provide a means of on-going support and training.	Director of Technology	Instructional Technology Coach	06/30/2025	4500
Action Step 6	Infrastructure	Implement physical and environmental security controls to protect system and network components across all buildings.	Director of Technology	Assistant Superintendent For Business	06/30/2024	2,025,000
Action Step 7	N/A	(No Response)	N/A	(No Response)	(No Response)	(No Response)
Action Step 8	N/A	(No Response)	N/A	(No Response)	(No Response)	(No Response)

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1. **Enter Goal 2 below:**

Integrate the NYS Digital Fluency and Computer Science Learning Standards into the district Curriculum Maps.

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 District will evaluate and measure success using several points of data:
1. Usage reports will demonstrate a steady increase in the student use of instructional software that enhances competencies identified by the NYS DF&CS standards.
2. Classroom observations will effectively demonstrate the transfer of knowledge and shift in the pedagogical approaches acquired by teachers through targeted professional learning.
3. Records of district-sponsored conference days will show an increase in the number of opportunities available to staff through August 2023 to ensure continued growth in the identified concept areas. Additionally, teacher-led turn-key training will be provided to facilitate the transference of knowledge gained through the participation of the Smart Start Grant.
4. The District will see a 5% increase in standards-related appointments scheduled with Technology Integration Specialists to demonstrate ongoing professional development.
5. A district survey of staff, students, and families will reveal an increase of 25% in responses that demonstrate proficient use of technology and growth in concept areas relating to digital literacy, fluency, cybersecurity, and computer science.
6. The District will have modified K-12 curriculum maps to provide explicit grade band integration of the NYS Computer Science and Digital Fluency Learning Standards.

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	Survey staff to gauge their depth of awareness of the standards and determine their knowledge pertaining to each of the concept areas and terms relating to each.	Curriculum and Instruction Leader	Director of Technology	12/30/2022	0
Action Step 2	Evaluation	Analyze current curriculum maps to determine the changes needed to ensure alignment to the NYS CS&DF Learning Standards.	Curriculum and Instruction Leader	Building Principals, Instructional Technology Coaches, Teachers	03/30/2023	0
Action Step 3	Professional Development	Provide targeted training on conference days as well as appointments with Technology Integration Specialists as identified by the survey to close gaps in staff knowledge of the concept areas and their related vocabulary.	Curriculum and Instruction Leader	Director of Personnel & Staff Development, Instructional Technology Coaches	06/30/2023	567,000
Action Step 4	Collaboration	Participate in the Smart Start Grant through Orange-Ulster BOCES to increase teachers' expertise in educational technology. These staff will act as turn-key trainers for grades K-8.	Curriculum and Instruction Leader	Building Principals	06/30/2025	800

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

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Curriculum	Modify curriculum maps to infuse NYS Computer Science and Digital Fluency Learning Standards across grade levels and subject areas.	Curriculum and Instruction Leader	Supervisor of English and Social Studies, Supervisor of Math and Science	06/30/2024	0
Action Step 6	Budgeting	Allocate appropriate funding for the acquisition of key programs and resources to support the implementation of standards in the curriculum.	Director of Technology	Assistant superintendent of Curriculum & Instruction	06/30/2024	300,000
Action Step 7	Communications	Leverage the monthly WCSD Tech Times newsletter to showcase emerging trends, best practices, resources, and strategies for effective implementation of NYS DF&CS standards	Director of Technology	Instructional Technology coach	06/30/2025	0
Action Step 8	Purchasing	Purchase student and teacher devices to ensure all learns have access to digital tools from school and while at home.	Director of Technology	Assistant Superintendent For Business	06/30/2025	1,200,000

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1. **Enter Goal 3 below:**

Plan, create, and implement a micro-credentialing program to offer teachers agency in their professional learning.

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

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

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

☑ All students	☐ Economically disadvantaged students
☐ Early Learning (Pre-K -3)	☐ Students between the ages of 18-21
☐ Elementary/intermediate	☐ Students who are targeted for dropout prevention or
☐ 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.**

The district will measure and evaluate this goal by establishing a micro-credential program consisting of badges acknowledging achievements and skills acquisition of various edtech applications, concepts focused on the advancement of 21st-century learning, and the frameworks that drive efficacy in the area of teaching and learning. The district will have published a catalog of opportunities available to all staff structured in and around the acquisition of various badges and a detailed description of the criteria staff need to meet to earn each credential. The district will evaluate the program's efficacy through an increase in staff participation in this newly formed professional learning and the transference of knowledge and skills in the learning environment. The district will collect this evidence through reflective discourse captured during grade-level, and faculty professional time, through an increase in staff responses to surveys that aim to capture growth in the attainment of professional learning, as well as in the style and adaptation of teaching practices as noted through informal peer-to-peer observation as well as through formal building and district level observations.

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						

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
	Planning	Develop a plan to identify the types of badges staff can earn, ways to engage in accessing professional learning, and the criteria for professional development credit related to each badge.	Director of Technology	Instructional Technology Coach	06/30/2023	0
Action Step 2	Evaluation	Analyze and vet the district's resources to leverage opportunities where micro credentialing is offered through vendor specific professional learning.	Director of Technology	Director of Personnel & Staff Development, Assistant Superintendent of Curriculum and Instruction, Teacher Center Director	06/30/2023	21,147.00
Action Step 3	Planning	Create pathways for staff to receive badges.	Other (please identify in Column 5)	Director of Personnel & Staff Development, Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Curriculum & Instruction,Teacher Center Director, Instructional Technology coach	06/30/2023	0
Action Step 4	Collaboration	Work with Teacher Center to diversify offerings to include the Cultural Equity course as part of the district's micro credentials	Other (please identify in Column 5)	Director of Personnel & Staff Development, Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Curriculum & Instruction,Teacher Center Director, Instructional Technology coach	06/30/2024	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.**

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Planning	Develop criteria related to a stack of badges that will result in professional learning credit	Other (please identify in Column 5)	ctor of Personnel & Staff Development, Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Curriculum & Instruction,Teacher Center Director, Instructional Technology coach	06/30/2024	0
Action Step 6	Budgeting	Allocate appropriate funding to provide compensation to staff who complete requirements related to the newly formed micro credential program.	Business Official	(No Response)	06/30/2024	0
Action Step 7	Implementation	Implement the micro credential program to all staff with a catalog that outlines the criteria and advertises the many opportunities structured through the program.	Other (please identify in Column 5)	ctor of Personnel & Staff Development, Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Curriculum & Instruction,Teacher Center Director, Instructional Technology coach	06/30/2024	0
Action Step 8	N/A	(No Response)	N/A	(No Response)	(No Response)	(No Response)

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

No

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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.**

    The District is committed to using instructional technology as a comprehensive and sustained effort to support rigorous teaching and learning activities for all students. Washingtonville will help our educators and administrators in instruction and assessment to improve student academic growth. This includes the incorporation of the K-12 Computer Science Digital Fluency Standards. Our instructional technology philosophy is that technology should be used to enhance the student learning experience by expanding opportunities for all students to receive an individualized educational program. To support this, the District is committed to: 1.   Providing every student and educator with 1:1 devices, technology-enabled learning environments, and high-speed internet access. 2.   Making available to educators and learners a variety of vetted, high-quality instructional applications that will help individualize teaching and learning. 3.   Providing various digital tools that students can use to demonstrate their learning experiences. 4.   Promoting STEM learning through adopting Nationally recognized software such as Project Lead the Way™. To support this objective, the district will work to ensure the latest technology is made available, including various applications within the classroom, advanced or college-level classes, and interdisciplinary coursework.

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.**

    The district plans to ensure all students in all grades have a Chromebook for use at school and at home. Internet access for families who may be lacking will be provided with mobile hotspots. Our strategy will be that enrolled students will maintain access to their devices year-round. To support the transition to a district-wide one-to-one device initiative additional support staff will be added to the technology department over the next three years. The district will partner with Orange-Ulster BOCES to build Internet connection redundancy to the district while additionally acquiring a power generator dedicated to supporting the district's main data center to increase Internet availability throughout the year.

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 Washingtonville Central School District continues to be committed to ensuring that all students are successful. Adaptive technologies can be transformative for many Washingtonville CSD students who have physical,developmental disabilities or other special needs. Technologies are used both for accessing the curriculum and supporting communications and help students thrive in the least restrictive educational environment. These tools enable teachers to offer new and more effective means of learning while individualizing instruction to the broad range of student learning needs. Educators are using computers as tools to deliver and facilitate learning beyond drill and practice, to provide environments that accommodate learning, and to ensure enhanced and equitable learning environments for all students. Examples of technology currently utilized for WCSD students with disabilities include, but are not limited to
    - Boardmaker communication software
    - Clicker 8 speech, feedback, word prediction literacy software
    - TextHelp Read&Write text-to-speech and speech-to-text
    - iPads with specific instructional apps
    - Kami
    - Book Creator
    - Chromebook accessibility features
    - Proloquo2Go
    - Assistive communication devices
    - Text magnification software
    - enlarged graphing calculator with voice function for visually impaired students
    - Smartboard and document camera use

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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	6.00
Totals:	**8.00**

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	Network and Infrastructure	N/A	3,850,000	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	Professional Development	N/A	571,500	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate	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
					☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Instructional and Administrative Software	N/A	321,147	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	N/A	N/A	0	N/A	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources	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
					Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☑ N/A	
Totals:			4,742,647			

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.wcsdk12.org/itp22_25

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.