

Williamson CSD 2022-2025 Instructional Technology Plan



II. Strategic Technology Planning

1. What is the overall district mission?

Our mission is to provide a learning community that inspires character, service, knowledge, and wisdom.

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

Active Learning in a Supportive, Respectful Environment. We will provide our students with technology-rich learning environments where the most up to date technology is integrated into curriculum and instructional practices. We will enable our teachers and students to access information, provide diverse learning and teaching experiences and establish connections beyond our school communities. We are focused on leveraging technology intentionally to provide a personalized learning experience for all students that aligns with their interests, strengths, and abilities. In addition, we are working to accommodate the learning needs of all students through the principles of Universal Design for Learning. Technology allows us to differentiate to meet the needs of all students. By providing a stable infrastructure, user end devices and teacher learning, we can provide additional opportunities for personalization.

3. Summarize the planning process used to develop answers to the Instructional Technology Plan questions and/or your district comprehensive Instructional Technology Plan.

Stakeholder groups including parents, students, teachers, community members, administrators, and Board of Education members were provided opportunities to provide input regarding the instructional technology plan. The district sent out surveys in the Fall of 2021 to all teaching staff to identify strengths and areas of growth in regards to technology integration and professional development needs. District Technology meetings were held on 9/22/21 and 2/9/22 during which time feedback was provided by parents, Board of Education members, administrators, teachers, and students regarding district needs and areas of strength. During these meetings, committee members reviewed the district's vision and goals

for the instructional plan and discussed action steps to be addressed. Committee members agreed upon goals and action steps outlined in this plan.

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

Our district's Instructional Technology Plan supports continued growth in the areas of professional development, access to technology, and technology integration. We remain dedicated to providing learning opportunities for teachers around new digital content and platforms that will enhance student learning. Utilizing our personalized learning coaches and tech integration specialists, we will support teachers as they purposefully identify technology that will effectively support student learning in their classrooms and will enhance student engagement/ownership. Committee members informed the planning process; providing feedback on areas that require further analysis or discussion. When reviewing goals from the previous plan, committee members identified the need to enhance the manner in which digital content is used across curricular areas, provide targeted professional learning sessions based on feedback from teaching staff, and continue to monitor and enhance our district's infrastructure.

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

During the COVID pandemic, our teachers, families, and students utilized technology to access instruction, assignments, assessments and updated district information. Our district's Instructional Technology Plan builds on the skills/knowledge developed during the pandemic by focusing on purposeful integration. We will work with teachers to assess what digital content and platforms teachers are using, how teachers are integrating these into their curriculum and instructional practices, and the effectiveness of these on student learning. We will continue to gather information from our families regarding access and will work to provide digital equity for all. Our professional development opportunities will focus on alignment between digital content, standards, and instructional practices.

6. Is your district currently fully 1:1?

- Yes
- No

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

- School year 2022-2023
- School year 2023-2024
- School year 2024-2025
- Year 2026 or beyond Unknown

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.

We have a district Professional Development Plan that emphasizes teacher learning around digital content and technological devices to ensure alignment to the district goal of personalized learning. Within this plan, we have outlined goals for technology integration and purposeful utilization of digital content platforms to support academic achievement. Teaching staff were surveyed at the beginning of the 2021-2022 school year to provide feedback on their current utilization of digital content. District administrators and the technology integration specialist reviewed the survey results to determine areas of continued support. Professional learning sessions will be targeted and personalized to support each teacher's capacity and interest. Informal conversations with staff, future surveys, and analytics from our digital content platforms will inform our professional learning sessions. We will assess the effectiveness of our professional development plan by reviewing classroom data on the utilization of digital content and its impact on student achievement.

III. Goal Attainment:

1. Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.

The district has met this goal:

- Minimally
- Moderately
- Significantly
- Fully

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:

- Minimally
- Moderately
- Significantly
- Fully

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:

- Minimally
- Moderately
- Significantly

Fully

4. Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.

The district has met this goal:

- Minimally
- Moderately
- Significantly
- Fully

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:

- Minimally
- Moderately
- Significantly
- Fully

IV. Action Plan Goal 1:

1. Enter Goal 1 below:

Promote the integration of NYS Computer Science and Digital Fluency standards into existing curriculum to enhance student learning and deepen understanding of digital technologies and how they work.

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

- Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning
- Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning
- ~~Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences~~
- Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and

leaders

- 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
- 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.

Current curriculum maps will be assessed by a committee to determine current instructional activities and practices that align to the standards.

The committee will identify standards missing from the K-12 program and will develop a plan to adjust the curriculum to include those standards. The committee will meet 3-4 times a year to review implementation and assess instructional effectiveness through classroom assessments.

6. List the action steps that correspond to Goal #1 from your answer to Question 1, above.

| Action Step Number | Action Step-Select One category from the drop down menu | Action Step-Description | Responsible Stakeholder: Select one from the Drop down | If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A." | Anticipated date of completion (Dropdown) | Anticipated Cost |
|--------------------|---|--|--|---|---|---|
| #1 | Curriculum | Create crosswalk documents to connect current curriculum maps to standards | Curriculum & Instruction Leader | N/A | June 30, 2024 | Contractual Rate for Curriculum Writing |
| #2 | Implementation | Create a resource bank for teachers to access to support the implementation of standards | Curriculum & Instruction Leader | N/A | June 30, 2024 | \$0 |
| #3 | Professional Development | Facilitate professional development activities for staff regarding standard implementation | Technology Integration Specialist | N/A | June 30, 2023 | Contractual Rate for PD Sessions |
| #4 | Collaboration | The district will | Curriculum and | N/A | June 30, 2023 | \$0 |

| | | | | | | |
|--|--|--|--------------------|--|--|--|
| | | collaborate with surrounding districts regarding the implementation of standards | Instruction Leader | | | |
|--|--|--|--------------------|--|--|--|

IV Action Plan Goal 2

1. Enter Goal 2 below:

Integration of instructional technology will be focused on purposeful use to enhance the empowerment and engagement of learning opportunities provided for students.

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

- Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning
- Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning
- Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences
- Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders
- ~~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
- 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.

Formative data will be used to determine the use of current digital content platforms. This information will be used to design professional development for teachers to utilize digital content platforms for improved data-driven instruction. The goal will be accomplished when we have evidence that teachers are utilizing the data provided through digital content platforms to make appropriate instructional groupings, reteach, etc.

6. List the action steps that correspond to Goal #2 from your answer to Question 1, above.

| Action Step Number | Action Step-Select One | Action Step-Description | Responsible Stakeholder: | If you selected 'Other' | Anticipated date of completion | Anticipated Cost |
|--------------------|------------------------|-------------------------|--------------------------|-------------------------|--------------------------------|------------------|
|--------------------|------------------------|-------------------------|--------------------------|-------------------------|--------------------------------|------------------|

| | category from the drop down menu | | Select one from the Drop down | Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A." | (Dropdown) | |
|----|----------------------------------|---|---------------------------------|---|------------|-------------------------|
| #1 | Evaluation | Convene a committee of teachers to collect and analyze how teaching staff currently utilize student data received through district supported digital content platforms | Curriculum & Instruction Leader | Technology Integration Specialist | June 2023 | \$0 |
| #2 | Professional Development | Provide professional sessions to teachers on how to effectively utilize the data received through district supported digital content platforms to improve data-driven instruction | Curriculum & Instruction Leader | Technology Integration Specialist | June 2023 | Contractual Rate for PD |

IV. Action Plan Goal 3

1. Enter Goal 3 below:

Use instructional technology tools to foster communication and collaboration that connects students, families and the community.

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

- ~~Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning~~
- Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning
- Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences
- Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders
- 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~~
- 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?

Formative data will be used to measure and evaluate this goal.

6. List the action steps that correspond to Goal #3 from your answer to Question 1, above.

| Action Step Number | Action Step-Select One category from the drop down menu | Action Step-Description | Responsible Stakeholder: Select one from the Drop down | If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A." | Anticipated date of completion (Dropdown) | Anticipated Cost |
|--------------------|--|--|---|---|---|-----------------------|
| #1 | Communications | Utilize Parent-Square to communicate information to parents/families - highlighting student achievements | Building Principals | N/A | June 2023 | Cost of Parent-Square |
| #2 | Curriculum | Identify | Classroom | Building Principals | June 2024 | \$0 |

| | | | | | | |
|----|------------------------|--|--------------------|--------------------------|------|------------------|
| | | opportunities to adjust the curriculum to provide opportunities for student collaboration across districts, countries, etc. | Teachers | | | |
| #3 | Community Partnerships | Identify opportunities to adjust the curriculum to provide opportunities for students to engage in distance learning with community agencies | Classroom Teachers | Building Principals | 2025 | \$0 |
| #4 | Curriculum | Analyze Panorama SEL survey data to determine how to best connect students based on identified strengths and needs | Other | Intervention Coordinator | 2023 | Cost of Panorama |

IV Action Plan Goal 4

1. Enter Goal 4 below:

Facilitate a learning environment that provides equitable access to technology and promotes access to learning initiatives through the use of

technology.

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

- Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning
- Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning
- ~~Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences~~
- Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders
- 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
- 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?

The district will utilize formative data and the NYS Digital Equity Survey results.

6. List the action steps that correspond to Goal #4 from your answer to Question 1, above.

| Action Step Number | Action Step-Select One category from the drop down menu | Action Step-Description | Responsible Stakeholder: Select one from the Drop down | If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A." | Anticipated date of completion (Dropdown) | Anticipated Cost |
|--------------------|--|--|---|---|---|---|
| 1 | Community Partnerships | Providing space and opportunity with School building outside the school day to allow access to technology and internet | Building Principals | N/A | Ongoing | Contractual Cost of Supervisor Coverage |
| 2 | Implementation | Reliable student | Other | Coordinator of | Ongoing | Cost of |

| | | | | | | |
|---|---------------|--|---------------------|---|-----------|-------------------------------|
| | | access to 1:1 Devices | | Network and Technology | | Replacement devices and Parts |
| 3 | Collaboration | Analyze results from Digital Equity Survey and connect with those reporting lack of access to identify and remove barriers | Building Principals | Coordinator of Network and Technology ENL Teachers | June 2023 | Approx. \$1000 |

IV Action Plan Goal 5

1. Enter Goal 5 below:

Utilize BOCES aid funds, remaining SSBA funds, and e-rate funds, to ensure robust broadband connectivity necessary to provide uninterrupted access to all learning software platforms utilized by the district.

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

- Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning
- Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning
- Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences
- ~~Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders~~
- 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
- 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?

- Access points will be replaced within 5 years, which is aligned with their licensing dates
- Switches will be considered end of life at 5 years with the intent of replacement by the beginning of year 6 if not earlier, as cyclical funds such as e-rate are refreshed.

6. List the action steps that correspond to Goal #5 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 Number | Action Step-Select One category from the drop down menu | Action Step-Description | Responsible Stakeholder: Select one from the Drop down | If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A." | Anticipated date of completion (Dropdown) | Anticipated Cost |
|--------------------|---|--|--|---|---|------------------|
| #1 | Infrastructure | Evaluate age and remaining life of network systems | Business Official | | 6/30/22 | |
| #2 | Budgeting | Gather information/quotes /proposals to determine timeline of replacement for infrastructure | Business Official | | 6/30/23 | |
| #3 | Purchasing | Utilize SAMS claims, general budget, or e-rate programs to procure | Business Official | | 6/30/25 | |

V. NYSED Initiatives Alignment

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

The use of instructional technology is embedded within our K-12 curriculum. Teachers utilize technology daily to enhance instructional lessons for students and to review student performance data for instructional purposes. Students access and utilize various digital content platforms on a daily basis to demonstrate their knowledge of skills and concepts; through both individual and cooperative learning activities. Instructional

technology provides students various pathways to access and participate in learning. Teachers present various technological tools and digital content platforms to students so they can select the manner in which they can best demonstrate their understanding. As we update our district strategic plan each year, we will examine current platforms, digital content, and instructional practices to ensure rigorous standards attainment and performance improvement for students. Utilizing technology to broaden and deepen student knowledge about subjects is a district priority. Our professional development opportunities will include sessions focused on instructional technology to enhance teacher knowledge and implementation as students access learning resources anywhere, anytime through the use of technology.

2. Explain the strategies the district plans to implement to address the need to provide equitable learning “everywhere, all the time” (National Technology Plan).

Providing equitable learning for all students is a district priority. The district is committed to providing each student with district-owned devices to use both in school and in the home. For families with limited internet access, the district has hot spots available for use in the home setting. The district continues to monitor our infrastructure to make sure adequate access. We will continue to explore community partnerships with our local libraries and other personnel to provide access to students and families.

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.

Students with disabilities are provided the same opportunities for instructional technology as their peers in the general education setting. In addition, individual needs are assessed and students are provided with assistive technology and other platforms as appropriate in order to access the general education curriculum. Examples on how instruction is differentiated through the use of technology include: Read Write in Google, text to speech software, and speech to text software.

4. How does the district utilize technology to address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments?

- ~~Class lesson plans, materials, and assignment instructions are available to students and families for~~
- ~~Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).~~

- ~~Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.~~
- ~~Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.~~
- ~~Assistive technology is utilized.~~
- ~~Technology is used to increase options for students to demonstrate knowledge and skill.~~
- ~~Learning games and other interactive software are used to supplement instruction.~~
- 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.

- ~~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?

- Class lesson plans, materials, and assignment instructions are available to students and families for
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- ~~Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.~~
- ~~Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.~~

- 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)

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
- No

If Yes, check one below:

- ~~In the 5 languages most commonly spoken in the district~~
- In the 10 languages most commonly spoken in the district
- In the 15 languages most commonly spoken in the district
- Other (please explain in Question 7b, below)

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.

- ~~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)

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?

- ~~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/setup 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)

10. 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?

- ~~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)

VI. Administrative Management Plan

1. Staff Plan

| Title | Full-Time Equivalent (FTE) |
|--------------------------------|--|
| District Technology Leadership | 1.0 Coordinator of Network and Technology .5 Shared Coordinator of Technology Integration |
| <u>Instructional Support</u> | .5 Technology Integration Specialist Assistive Tech .2 |
| Technical Support | 1.2 Computer Services Assistants (2 @.6) |

2. Investment Plan

| Anticipated Item or Service Drop Down Menu. Select one per row. | If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A." | Estimated Cost | Is Cost Onetime, Annual, or Both? | Potential Funding Source. May check more than one source per item. | If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A." |
|--|--|----------------|-----------------------------------|--|---|
| <input checked="" type="checkbox"/> End User Computing Devices <input checked="" type="checkbox"/> Instructional and Administrative Software <input type="checkbox"/> Internet Connectivity <input type="checkbox"/> Network and Infrastructure <input type="checkbox"/> Peripheral Devices <input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Staffing <input type="checkbox"/> Other (please | | \$800,000 | Annual | <input checked="" type="checkbox"/> BOGES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input checked="" type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next | N/A |

| | | | | | |
|--|--|-----------|--------|--|-----|
| identify in next column, to the right) <input type="checkbox"/> N/A | | | | column, to the right) <input type="checkbox"/> N/A | |
| <input type="checkbox"/> End User Computing Devices <input type="checkbox"/> Instructional and Administrative Software <input type="checkbox"/> Internet Connectivity <input type="checkbox"/> Network and Infrastructure <input type="checkbox"/> Peripheral Devices <input checked="" type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Staffing <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A | | \$120,000 | Annual | <input checked="" type="checkbox"/> BOGES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A | N/A |
| <input type="checkbox"/> End User Computing Devices <input type="checkbox"/> Instructional and Administrative Software <input checked="" type="checkbox"/> Internet Connectivity <input type="checkbox"/> Network and Infrastructure <input type="checkbox"/> Peripheral | | \$20,000 | Annual | <input checked="" type="checkbox"/> BOGES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional | N/A |

| | | | | | |
|---|--|-----------|----------|---|-----|
| <p>Devices</p> <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A | | | | <p>Resources Aid</p> <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A | |
| <input type="checkbox"/> End User Computing Devices <input type="checkbox"/> Instructional and Administrative Software <input type="checkbox"/> Internet Connectivity <input checked="" type="checkbox"/> Network and Infrastructure <input type="checkbox"/> Peripheral Devices <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A | | \$280,000 | One-Time | <input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A | N/A |

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

- No
- Not Applicable

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.

VII. Sharing Innovative Educational Technology Programs

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

- 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 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

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 |
|------------------------|---|--|---|
| Rachel Liberatore | Director of Curriculum, Instruction, and Assessment | rliberatore@williamsoncentral.org | <input checked="" type="checkbox"/> 4:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input checked="" type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input checked="" type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input checked="" type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C |
| Laurie Elliott | Coordinator of Technology Integration | lelliott@williamsoncentral.org | <input type="checkbox"/> 4:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C |