



Instructional Technology Plan

2022-2025



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Section I. District Information

School District: Wheatland-Chili Central School District
Address: 13 Beckwith Avenue
Scottsville, New York 14546
Phone Number: 585-889-4500
District BEDS Code: NY2620010000
Plan Approval Date by SED:
Technology Plan Start Date: July 1, 2022
Technology Plan End Date: June 30, 2025
Superintendent of Schools: Lynda Quick, Superintendent
Superintendent Email Address: Lynda_Quick@wheatland.k12.ny.us
Superintendent Phone: 585-889-6246
Technology Plan Contact Person: Robert Lowell, Director of Technology
Technology Plan Contact Person Phone: 585-889-6212
Technology Plan Contact Person email: Robert_Lowell@wheatland.k12.ny.us
Information Security Officer: Robert Lowell, Director of Technology
Technology Plan URL: <http://www.wheatland.k12.ny.us>

ACKNOWLEDGMENTS

Board of Education

James Musshafen, President
Shanna Fraser, Vice President
Gregory Berl, Trustee
Beth Nolan, Trustee
Courtney Panek, Trustee
Cindy Dawson, Trustee
Kim Snyder, Trustee



Superintendent of Schools

Lynda Quick

K - 12 Technology Committee

Robert Lowell, Director of Technology
Dan Murray, Elementary Principal
Eric Windover, Secondary Principal
Katherine Orem, K-5 Assistant Principal
Matthew Hennard, 6-12 Assistant Principal
Mary Vito, Pupil Personnel Director
Cara Montrois, Teacher Center Director
Jessica Jackson, School Business Official
Erin Ayers, Teacher
Catie Abonado, Library Media Specialist
Jennifer Vogt, Library Media Specialist
Kirsten Melville, Teacher
Caitlin Lattanzio, Teacher

Section II. Strategic Technology Planning

The following represents the mission and values of the Wheatland-Central School District.

Mission

The Wheatland-Chili Central School District community is committed to academic excellence which empowers all individuals to become motivated learners and challenges them to excel as citizens in a global society.



Values

Learning:

We believe in providing a world class education for each student.

Character:

We expect all to model behaviors of respect, responsibility, trustworthiness, fairness, caring, and citizenship.

Leadership:

We believe in developing and retaining strong leaders.

Environment:

We believe it is necessary to have a clean, safe, and healthy learning environment.

Communication:

We believe in maintaining open communications with all stakeholders.

Community/Parental Involvement:

We value the importance of collaborative relationships between the school district and the community

District Technology Integration Vision Statement

Wheatland-Chili Central School District is committed to fostering a community of vibrant, self-directed learners who are innovative and responsible digital citizens challenged to collaborate in a global society.



2022-2025 District Technology Goals

Goal 1: Provide a technology responsive environment to support teaching and learning

Goal 2: Provide students and teachers with equal access to technology and training that promotes an environment of digital rich learning experiences

Goal 3: Provide relevant and rigorous professional development for teachers and leaders in the integration of learning technologies

District Technology Instructional Planning Process

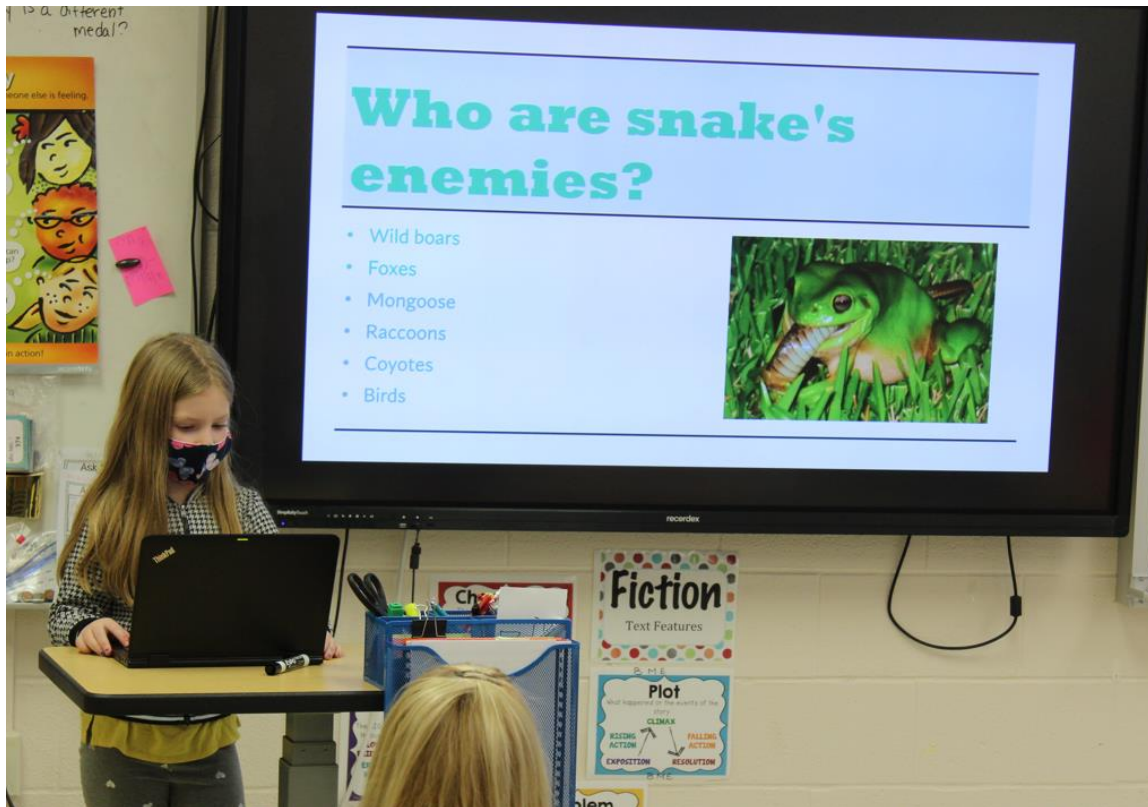
The District has gone through the process of a digital conversion. Each student in grades K-12 have been assigned a Lenovo ThinkPad laptop. All K-12 instructional settings have been equipped with new Recordex Interactive boards. The Wheatland-Chili Central School District Instructional Technology Team has been committed to changing attitudes, creating a culture of risk taking, and expanding educators' pedagogical capacity to support student success.

The District was able to utilize the technology deployed during its digital conversion to support remote instruction necessitated by COVID-19. This created the ultimate opportunity to implement technology to support learning and professional development, as well as assess its successes and identify its shortcomings.

The Technology Committee meets on a bi-weekly basis to discuss issues and improvements that could be made with technology. The focus of the group from December 2021 to March 2022 has been on creating the District Technology Plan for 2022-2025.

The major focal point of the group was to set a standard for refreshing the technology that has now becomes a part of our daily usage in classrooms. Timelines have been established for device lifecycles to ensure we continually provide modern and powerful technology to our schools.

The District will continue to monitor the needs, usage, and effectiveness of our technology in the classroom. Based on this information, we will provide the resources and professional development necessary to maximize its benefit for our students and teachers.



Section III. Goals and Action Steps

Goal Category 1: Provide a technology responsive environment to support teaching and learning.

- Refine protocols for distribution, repair and maintenance of 1:1 devices for each building.
- Assess, upgrade and maintain network access points and Wi-Fi capability in all instruction settings.
- Refresh learning spaces – acquire furniture and fixtures to best meet collaborative needs – meet to fully research alternatives.
- Upgrade Recordex Boards as necessary.
- Purchase and replace 1:1 devices for students and teachers on a 4-year life cycle.

Goal Category 2: Students and teachers will have equal access to technology and training that promotes an environment of digital rich learning experiences.

- Update the directory of Apps, E-Solutions, Software and Databases available/owned by the district – showing each app or solution, its intended level and target, and a description of its benefit.
- Technology Integration Coaching Support – to model/facilitate/coach integration of new technology into instruction.
- Identify possible technology and application upgrades to support instruction.



Goal Category 3: Provide relevant and rigorous professional development for teachers and leaders in the integration of learning technologies.

- Revisit the Technology Integration Scope and Sequence and ISTE standards during conference day and department meetings.
- Maintain PD schedule for after school and extended PD faculty meetings to share tips and instructional best practices.

Section IV. NYSED Initiatives Alignment

Instructional Tools and Applications

The Wheatland-Chili Central School District utilizes a variety of instructional technology tools and applications to support rigorous academic standards towards attainment for student performance and achievement. All students K-12 take i-Ready Reading and Math diagnostic testing three times per year as a benchmark interim assessment. The results are utilized during grade level specific data driven instructional conversations. Teachers and administrators use the results to differentiate instruction and develop flexible groupings within the classroom setting, as well as in small group intervention settings.

This adaptive program provides students independent practice in reading and writing at the students' individual Lexile level. Students' growth scores are monitored to show progress throughout the school year.



Ready Math is a mathematic solution that assists with non-verbal support of math concepts supporting the spatial temporal portion of the brain moving beyond the traditional computational applications.

Students can use various other programs such as BrainPop, Scholastic Literacy, and Naviance during center time to support standards. Teachers at the secondary level are integrating the use of the Learning Management System, Schoology. Schoology provides the students and teachers the opportunity to function with a hybrid approach to learning. Teachers can flip instruction and students are able to access content online with ease both in-school and at home. Students can work collaboratively with each other in or out of the classroom. All students and teachers have access to Office 365 Applications for teaching and learning.

Students with Disabilities

The District is committed to providing students with disabilities access to instructional technology as well as assistive technology devices and services to ensure access to and participation in the general education curriculum. The District subscribes to a variety of electronic solutions to assist with literacy and mathematical concept acquisition. The applications are accessible on the devices and/or with individual student accounts. The District relies on BOCES for some text-to-speech software for language acquisition. Now that the District has engaged in the 1:1 digital conversion, all students have access.

This has removed the barrier of access of technology. Students are encouraged to use the device as their individual learning style permits. Students will also have access to the device when they are at home to assist with at home learning experiences.

Students with Disabilities: Access

The District utilizes technology to address the needs of Students with Disabilities to ensure equitable access to instruction, materials, and assessments in the following ways:

- 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.



Students with Disabilities: Professional Development

Professional Development is offered to teachers of Students with Disabilities that will enable the teachers to differentiate learning and to increase student language, and content learning with the use of technology by:

- Technology to support writers in the elementary classroom.
- Technology to support writers in the secondary classroom.
- Research, writing and technology in a digital world.
- Choosing assistive technology for instructional purposes in the special education classroom.
- Using technology to differentiate instruction in the special education classroom.
- Using technology to increase options for students with disabilities to demonstrate their knowledge and skills.
- Multiple ways of assessing student learning through technology.
- Promotion of model digital citizenship and responsibility.
- Integrating technology and curriculum across core content areas.

English Language Learners/Multilingual Learners: Access

The District utilizes technology to address the needs of English Language Learners/Multilingual Learners to ensure equitable access to instruction, materials, and assessments by:

- 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).
- 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.
- 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.

English Language Learners/Multilingual Learners: Professional Development

The Professional Development is offered to teachers of English language learners/multilingual learners that will enable the teachers to differentiate learning and to increase student language and content learning with the use of technology by:

- Writing and technology workshop for teachers.
- Multiple ways of assessing student learning through technology.
- Electronic communication and collaboration.
- Promotion and model digital citizenship and responsibility.
- Integrating technology and curriculum across core content areas.
- The interactive whiteboard and language learning.



Culturally-Responsive Instruction and Learning Environments

The District uses instructional technology to facilitate culturally-responsive instruction and learning environments by:

- The District uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.

- The District uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.
- The district uses instructional technology to 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.



Section V. Administrative Management Plan

Staff Plan

The following represents the total number of Full-time Equivalent (FTE) staff whose primary responsibility is to deliver technology integration training and support and/or technical support for the teachers:

Title	Full-time Equivalent (FTE)
District Technology Leadership	1.0
Instructional Support	.4
Technical Support	1.0
Total FTE	2.4

[Internet Safety Policy](#)

[Cyberbullying Policy](#)

[Parents' Bill of Rights for Data Privacy and Security](#)

Section VI. Sharing Innovative Educational Technology Programs

Investment Plan

The following represents a three-year investment plan to support the vision and goals of the District Instructional Technology Plan:

Anticipated Item	Estimated Cost	Frequency of Cost	Potential Funding Source
Instructional & Administrative Software/Hardware	\$16,700	Annually	BOCES Co-Ser General Fund
Professional Development	\$33,000	Annually	General Fund Instructional Resource Aid
Network & Infrastructure	\$75,000	One-time	BOCES Co-Ser E-Rate
End-User Computing Devices	\$140,000	Annually	BOCES Co-Ser
Total Cost	\$644,000		

