2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 04/25/2022

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

Jennifer Hayden

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

Assistant Superintendent

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2022-2025 Instructional Technology Plan - 2021

II. Strategic Technology Planning

Page Last Modified: 04/25/2022

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

    All Students. All Staff. One Family.
    The **MISSION** of the Waterloo Central School District is to put kids first every day. We support each student on a personalized journey to realize their goals. Our caring community develops learners and leaders.
    filedownload.ashx (waterloocsd.org)

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

    The District Instructional Technology Committee is responsible for the vision, communication, integration, and operational procedures related to district technology. Its primary purpose is to promote the use of technology to support teaching, enhance student learning, and to increase the efficiency of district operations. The vision of the district's technology committee is to create an engaging learning environment that integrates the International Society of Technology Education (ISTE) standards and the NYS Computer Science and Digital Fluency Standards into all instructional practice.

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.**

    An invitation is sent to all stakeholders on an annual basis for people to volunteer to participate on the District's Instructional Technology Committee. The District Instructional Technology Committee meets monthly to discuss the implementation of the District's Technology Plan. In addition, the Committee is responsible for updating/revising the plan. Meeting outcomes are aligned with discussion items and the vision, mission and goals of the District Technology Plan. The planning process for updating/revising the plan is as follows:
    • Committee members are encouraged to regularly discuss technology needs and implementation with their stakeholder groups. These discussions often lead to stakeholder recommendations that are brought to the Committee for consideration.
    • Committee members annually review the Technology Plan to identify gaps in the plan, and for future planning purposes. Recommendations are brought to the district administration and the board of education for final review and consideration.
    • Surveys are administered to staff, students, and district families to gather input and feedback on technology related issues.
    Membership of the Technology Committee consists of representation from the following groups:
    • District Administration
    • Building Administration
    • District Technology Leaders
    • Building Technology Leaders
    • School Media Specialists
    • Classroom and Special Area Teachers
    • Co-Director of the Teacher Resource Center

Page Last Modified: 04/25/2022

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

The District's Instructional Technology Committee decided to continue growth with the District's Technology Plan by building upon it's three goals and adjusting as needed to move forward. There will be a focus on equity; keeping hardware and applications updated, relevant, and engaging; and on the implementation of the NYS Computer Science and Digital Fluency Standards.

Goal 1:

Current- To maintain a long-term technology implementation while overseeing the acquisition, implementation, maintenance, and upgrading of technology.

Previous- To develop and maintain a long-term technology implementation while overseeing the acquisition, implementation, maintenance, and upgrading of technology.

Goal 2:

Current- Ensuring that every student has access to digital content at school and at home.

Previous- Ensuring that students have access to digital content at home.

Goal 3:

Current- Implement the NYS Computer Science and Digital Fluency Standards into all instructional practice supporting the integration of technology into instruction.

Previous- To set standards for technology usage while supporting the implementation of technology into instruction.

This year's planning was focused on the instructional facet of the instructional plan versus the technical part of technology integration. Our focus has been on the instructional practices, creating equitable and inclusive instructional technology practices, and built on the core-four of personalized learning (data-collection, targeted instruction, student engagement, and reflection).

All previous goals were met. This year's plan adjusted the goals with an instructional, student-centered lens, the introduction of the NYS Computer Science and Digital Fulency Standards, and a focus on equity and inclusion by providing every student with their instructional needs, including instructional technology needs, helps us educate every student within a personalized learning platform.

Page Last Modified: 04/25/2022

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

Online or blended learning options: The District used a blended learning model during the 20-21 school year. Our reflections included student engagement and attendance while participating remotely versus in-person declined. We have continued to allow online learning options for students whose health or the health of family members prevent them from learning in-person. We also have implemented an online tutoring service for students who need extra help, but it is not their primary form of instruction. We have had an increase in students who have been interested in learning on AccelerateU, which is an online credit recovery platform which also allows students to take courses remote/asynchronous which may not be offered at our high school.

Need to address internet connectivity, to the extent practicable, at students' places of residence: The District offered and provided hotspots to families who did not have internet services at their homes. We did have a handful of students and staff the did not have internet accessibility due to living in rural areas of the school district. The District allowed those students and staff to work and learn at the school in order to provide access to their learning that was equitableto their peers with internet service available at home.

Device purchases (any increases, changes in quantity or type, etc.): The District purchased at least 80 hotspots for families that did not have internet access at home. There were no other changes in purchases specific to pandemic response.

Device deployment (changes, if applicable): Device pick up for student remote learning occurred as a schoolwide, drive-thru event. Students were provided with their device, a charger, and a case to protect their materials. Students and parents had to sign the District's Device User Agreement in order to bring their devices home. This caused us to change and allow all students in grades 7-12 to bring their devices home daily in the case that we had to pivot a remote learning situation. Grades PK-6 continued with a device handout in case the learning became remote from more than one day.

Professional development related to technology use, integration, and instructional design (any changes in quantity, delivery method, audience, and/or content): Professional Development was administered remotely both synchronously and asynchrounsouly. Content was adjusted to support teaching in a blended environment and reduce the exchange of physical materials, such as paper, between students and teachers.

Instructional changes (Such as to ensure that students are more technologically proficient, use of technology to engage students): Relfection on our pandemic instructional practices resulted in the implementation of a Digital Citizenship curriculum. Students were taught to independently problem solve with device troubleshooting. Student were instructed on the used of Student Learning Management Systems such as Microsoft Teams, Schoology, and SeeSaw.

Parent and community stakeholder engagement (Degree of input they have on the Instructional Technology Plan): Community and family input drove application changes. At the beginning of the pandemic there were using various applications for communication and instructional delivery. Feedback from community members, families, and students stated that this was confusing and frustrating to the remote learning process. This resulted in creating consistsncy in practice across the District with MSTeams, Schoology for grades 3-12 and SeeSaw for grades PK-2. ParentSquare was implemented as the districtwide single communication source.

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

Yes

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.**

How the technology professional development aligns with the district's overall goals to improve learning and instruction: A link to the District's Professional Development Plan Waterloo CSD Professional Development Plan demonstrates that the integration of technology is included in all aspects of the plan versus having its own subset. Instructional Technology is included in all of the Goals of the District's Professional Learning Plan, emphasizing integration versus something that is seperate from everyday learning.

How the district determined the current capacity of educators: Surveys for staff members to determine need of instructional technology, classroom observations, and teacher involvement in the annual review of the District Instructional Technology Plan and the District's Professional Learning Plan. The District has its own Teacher Resource Center which shares survey and PD evaluations with the District to determine current capacity of educators.

How the district will provide targeted, needs-based, and personalized professional development based on each teacher's capacity and interest: The District has an Early Release Friday every week, where teachers are given a choice of professional development to participate in which is aligned with the District's Professional Development Plan and teachers are also given an opportunity to create their own Professional Development pathway that meets their individual needs. Professional Developments are offered from all surrounding BOCES and teacher are alway encouraged to attend. Specific PD opportunities that are aligned to the District's Strategic Plan are shared with all staff.

How the effectiveness of the professional development plan will be evaluated: The Professional Development Plan is reviewed annually by all staff as faciliated by grade level and department chairs. Goals are an integrated part of the Professional Development Plan and are reviewed annually.

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Page Last Modified: 04/25/2022

2022-2025 Instructional Technology Plan - 2021

III. Goal Attainment

Page Last Modified: 04/25/2022

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:

   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:

   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:

   Fully

4. **Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.**
   The district has met this goal:

   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:

   Significantly

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 04/25/2022

1. **Enter Goal 1 below:**

    To maintain a long-term technology implementation while overseeing the acquisition, implementation, maintenance, and upgrading of technology.

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.**

    Instructional technology goals will be measured and evaluated during and after implementation with the following:
    • Surveys for families, students and staff that evaluate instructional technology needs, current usage, and effectiveness
    • Evaluations of professional development that are provided by the Waterloo Teacher Resource Center, outside sources, and by the Waterloo Central School District
    • Using the built-in measures of the District selected digital content to monitor time used and how that correlates to increased student achievement in English Language Arts and Mathematics
    • Integration of technology into instruction is a listed component in the District's approved Annual Professional Performance Rreview observation evaluation rubric and will monitored as part of the observation process
    • Meeting school improvement plan growth measures for student achievement using benchmarking that occurs K-12 for both ELA and Math
    • Increased achievement with cohorts for English Language Arts and Mathematics on statewide assessments for grades 3-8 and Common Core Regents exams for English and Math

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.**

Page Last Modified: 04/25/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Research	There will be research done into solutions, better options for devices and digital content in order to fill any gaps that are identified during the evaluation of the implementation of the previously submitted District Instructional Technology Plan.	Other (please identify in Column 5)	Director of Personalized Learning and Innovative Programming	07/31/2023	0
Action Step 2	Purchasing	We are on a five-year device replacement schedule. This contributes to the upgrading of student and staff 1:1 devices.	Director of Technology	Business Official	06/30/2025	2,000,000.00
Action Step 3	Implementation	Distributing devices to students with understood expectations, responsibilities, and guidelines. These expectations, guidelines, and responsibilities are also understood by parents, guardians, and staff.	Building Principal	Assistant Principal	06/25/2025	0
Action Step 4	Evaluation	Determining the effectiveness of the implementation of 1:1 devices for long-range planning of device replacement and adjustments made for instructional purposes.	Director of Technology	Director of Personalized Learning and Innovative Programming	06/25/2025	0

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.

Page Last Modified: 04/25/2022

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

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 04/25/2022

1. **Enter Goal 2 below:**

    Ensuring that every student has access to digital content at school and at home.

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	☐ 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.**

    Instructional technology goals will be measured and evaluated during and after implementation with the following:
    • Surveys for families, students and staff that evaluate instructional technology needs, current usage, and effectiveness
    • Evaluations of professional development that are provided by the Waterloo Teacher Resource Center, outside sources, and by the Waterloo Central School District
    • Using the built-in measures of the District selected digital content to monitor time used and how that correlates to increased student achievement in English Language Arts and Mathematics
    • Integration of technology into instruction is a listed component in the District's approved Annual Professional Performance Rreview observation evaluation rubric and will monitored as part of the observation process
    • Meeting school improvement plan growth measures for student achievement using benchmarking that occurs K-12 for both ELA and Math
    • Increased achievement with cohorts for English Language Arts and Mathematics on statewide assessments for grades 3-8 and Common Core Regents exams for English and Math

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.**

Page Last Modified: 04/25/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Research	To evaluate the resources available to provide access to the internet and school provided devices at school and at home, for all students both after and before school hours.	Other (please identify in Column 5)	Director of Personalized Instruction and Innovative Programming	12/31/2022	0
Action Step 2	Purchasing	Once decided upon, purchasing equipment that will allow all students to have WiFi access at home. The District will also purchase extra time staff to be available after and before contractual hours at school so that students are able to access wifi at the school before and after school hours.	Business Official	N/A	06/30/2025	unknown- contractual costs and inflation
Action Step 3	Implementation	Providing the tools necessary to students who do not have access to WiFi at home and at school in order for them to continue out of class assignments and personalized learning during extended school day hours with digital content.	Director of Technology	Director of Personalized Instruction and Innovative Programming	06/30/2025	unknown- contractual costs and inflation
Action Step 4	Evaluation	Determining the effectiveness of the tools and usage of the WiFi that is provided during extended school hours and at home by the school district.	Other (please identify in Column 5)	Director of Personalized Instruction and Innovative Programming	06/30/2025	0

Page Last Modified: 04/25/2022

7. **This question is optional.**

If more action steps are needed, continue to list the action steps that correspond to Goal #2 from your answer to Question 1, above.

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

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Page Last Modified: 04/25/2022

1. **Enter Goal 3 below:**

    Implement the NYS Computer Science and Digital Fluency Standards into all instructional practice supporting the integration of technology into instruction.

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	☐ 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.**

    Instructional technology goals will be measured and evaluated during and after implementation with the following:
    • Surveys for families, students and staff that evaluate instructional technology needs, current usage, and effectiveness
    • Evaluations of professional development that are provided by the Waterloo Teacher Resource Center, outside sources, and by the Waterloo Central School District
    • Using the built-in measures of the District selected digital content to monitor time used and how that correlates to increased student achievement in English Language Arts and Mathematics
    • Integration of technology into instruction is a listed component in the District's approved Annual Professional Performance Review observation evaluation rubric and will be monitored as part of the observation process
    • Meeting school improvement plan growth measures for student achievement using benchmarking that occurs K-12 for both ELA and Math
    • Increased achievement with cohorts for English Language Arts and Mathematics on statewide assessments for grades 3-8 and Common Core Regents exams for English and Math

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.**

Page Last Modified: 04/25/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Professional Development	All staff will participate in professional development with at least one of the following: Ed-Law 2D, NYS Computer Science and Digital Fluency Standards, Engineering Design Standards, using both District and BOCES resources.	Assistant Superintendent	Director of Personalized Learning and Innovative Programming	06/30/2025	unknown due to contractual rates
Action Step 2	Planning	Teachers will use the knowledge gained during professional development to integrate best instructional technology practices into their teaching. There will be continuous coaching of these strategies being implemented through the work of our Director of Personalized Learning and Innovative Programs.	Classroom Teacher	Director of Personalized Learning and Innovative Programming	06/30/2025	0
Action Step 3	Staffing	Involving Library Media Specialists, Special Area Teacher, MS and HS Technology Teachers, to implement courses and content that is specific to the integration of the standards learned during professional development sessions through elective courses and special area content.	Building Principal	N/A	06/30/2025	unknown due to contractual costs
Action Step 4	Evaluation	Integration of	Building	Assistant Principals	06/30/2	0

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 04/25/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		technology into instruction is a listed component in the District's approved Annual Professional Performance Review observation evaluation rubric and will be monitored as part of the observation process.	Principal		025	

7. **This question is optional.**
   If more action steps are needed, continue to list the action steps that correspond to Goal #3 from your answer to Question 1, above.

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

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

   No

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2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 04/28/2022

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.**

   Our personalized learning initiative, which is based on student performance and emphasized as part of our District's Strartegic Action Plan. We continue to adjust and innovate instructional technology to best support student success. Our Instructional Technology Team meets monthly to review, share and adjust best practices and evaluate programs used to enhance and stretch student learning, all in a continued effort to support student success. Instructional technologies and application are initiated or upgraded to ensure rigor and relativity to all students to drive their own learning to higher levels. All students have their own 1:1 district-provided device which promotes their access to learning.
   Technology is used daily by both students and teachers to faciliatate teaching and learning. Some examples of this includes the use of different programs such as Flipgrid, OneNote, Adobe Express by students to demonstrate their learning and reflection through responses and completion of assignents. These programs and others are available to all teachers and students. Through the information disseminated by the Intructional Technology Team, teachers are able to decide which programs offered best meet the needs of the students and the learning in their classrooms. All assignments are available on Schoology and SeeSaw, programming applications are cloud or web based allowing access on any device, from anywhere, at anytime. This allows flexibilty and continued learning for when students are not present at school.

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.**

   All students have their own 1:1 district-provided device which promotes their access to learning. All assignments are available on Schoology and SeeSaw, programming applications are cloud or web based allowing access on any device, from anywhere, at anytime.
   Short Term
   1. Paper Tutoring
   2. Common programming
   3. PD for staff
   4. Extended School days for academic help or for those with connectivity issues at home
   Long Term
   1. 24/7 Device access grades 6-12
   2. LMS – Schoology or Seesaw
   3. Continued updating of Infrastructure to support increases WiFi and data needs
   4. Cloud based programming accessible anywhere on any device
   Support Technicians for each building to support student device usage.

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.**

   We continue to provide a multitude of instructional technologies to support students with disabilities including programming, applications, assistive technology (audio aides, visual learning aides, communication software), and district provided devices. Regular meetings are had with CSE chairs and Special education departments to ensure all student individualized education plan needs are met in terms of instructional technology. Students with disabilities have access to text-to-speech software such as Immersive Reader, as needed per IEPs. Students and teachers have the ability to change font colors and sizes on all assignments to meet the needs of students with IEPs. Students with Speech and Language Disabilities have iPads in addition to their 1:1 device which gives best access to communication software such as Hearbuilder and Boardmaker, which are not available on Microsoft devices. School emitional health professionals use applications such as the Calm app, and breathing biofeedback applications to support students who are learning self-regulation techniques.

Page Last Modified: 04/28/2022

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)

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 04/28/2022

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)

V. NYSED Initiatives Alignment

Page Last Modified: 04/28/2022

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)

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 04/28/2022

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.

Page Last Modified: 04/28/2022

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	4.00
Totals:	**6.00**

2. **Investment Plan**
   Provide a three-year investment plan to support the vision and goals. All costs must be calculated for the entire three year-period, not annualized. For example, if a cost occurs annually, the estimated cost should include the annual cost times three.
   Provide a three-year investment plan to support the vision in Section II and goals in Section IV.
   A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question. All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	End User Computing Devices	N/A	1,800,000	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	Instructional and Administrative Software	N/A	900,000	Both	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public	N/A

Page Last Modified: 04/28/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Internet Connectivity	N/A	520,000	Both	☑ 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	Professional Development	N/A	35,000	Annual	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid	N/A

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 04/28/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
Totals:			**3,255,000**			

3. **Has the school district provided for the loan of instructional computer hardware to students legally attending nonpublic schools pursuant to Education Law, section 754?**

    No

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.**

    (No Response)

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Page Last Modified: 04/28/2022

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

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Toby Coleman	Director of Personalized Learning and Innovative Programming	toby.coleman@waterloocsd.org	☑ 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

Page Last Modified: 04/28/2022

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

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

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

Page Last Modified: 04/28/2022

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

Page Last Modified: 04/28/2022

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

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 04/28/2022

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

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