

2022-2025 Instructional Technology Plan - 2021I. District LEA Information

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

Bonnie Simpson

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

Other

- 2B. **If 'Other' was selected in Question 2 above, please identify the title.**

Technology Coordinator

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2022-2025 Instructional Technology Plan - 2021**II. Strategic Technology Planning**

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1. What is the overall district mission?

The mission of the Wilson Central School District is an on-going growth process that encourages all staff to value and become active participants in continuous learning. In addition, the District's vision is to enable all to achieve personal excellence and life-long learning through change and growth opportunities.

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

The WCSD technology mission is to integrate technology to supplement student achievement and literacy; to support standards-based instruction and technological proficiency for the staff; to provide administrative functions and data access; and to augment communication within the district and with the WCSD community.

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.

This technology plan builds upon the previous district plan and integrates the accelerated and shifting priorities brought on by the COVID-19 pandemic. The contingent of stakeholders during the past 18 months has expanded from the original Technology Committee to further encompass members of the Shared Decision Making Team and the District Reopening Committee, both of which include a broad variety of member roles, including administration, instructional staff, non-instructional staff, parents and board members. Our committee met in November of 2021 to conceptualize the creation and development of the technology plan. A working draft was subsequently created. Technology Committee members were surveyed for feedback. Minor adjustments were made to some of the goals and action steps during the following meeting, held in February of 2022. The final Technology Plan was approved by the committee at the April 2022 meeting.

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 Plan builds upon the fundamentals of our previous plan. Like most, we made the very rapid adjustment from a moderately-paced instructional technology implementation to one that is fully integrated in all classrooms. The process of planning was different in previous years in that it consistently garnered direct and indirect input from a much larger representation of the district community beyond the Technology Committee itself (Reopening Committee, Shared Decision Making Team, Leadership Team, Safety Committee), as consequence of the COVID response. Eliciting the opinions of these groups was extremely informative and productive, and furthered the development of future goals with unique perspectives. Both strengths and weaknesses were readily apparent and routinely analyzed as we responded to the demands of a new remote-learning model. This plan takes a critical look at which goals have been fully realized, and which still leave room for further development and improvement.

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

Without a doubt, the COVID pandemic immediately brought to the forefront the lack of digital equity in our community. In many cases, students, staff and parents lacked the sufficient equipment, internet and/or fundamental knowledge to move into a remote or hybrid environment and/or navigate the required applications needed in such a tech-heavy instructional mode. Areas that were lacking quickly became apparent, and actions were taken - and continue to be taken - to ensure that the district is in a better-prepared, better-equipped and better-trained position in the future. Most evident as a reflection of the COVID experience was the unprecedented rapid provisioning of a Chromebook for every student. Using district and grant funds, we quickly accomplished the previous district goal of becoming 1:1. Moving forward, we will continue with our device replacement plan, which is updated on a regular basis. In addition, teachers and staff

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needed the ancillary tools to support students, assisting them as they adapted to a new model of teaching. These included things such as: document cameras, interactive panels, webcams, microphones, desktops, and portable devices. Still, there were students and staff alike who were without adequate internet access were provided a hotspot(s) to use in their residences, while additional outdoor guest wifi was added to several areas of the campus. This will continue to be a plan and priority for the district as well as making technology staff available for families needing assistance.

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.

The Wilson Central School District places a very high priority on Professional Learning. Affording every teacher the resources, time and training to develop their skills and knowledge is a fundamental objective of the district. We encourage and promote the continual reflection of classroom and instructional practices as well as the exploration toward new strategies and practices. Research has shown that the most effective professional learning is data driven, standards based, continuous, contextual and job-embedded.

Professional Learning (CTLE) opportunities shall include but are not limited to the following activities:

- Superintendent Conference Days
- District Professional Learning Offerings
- BOCES Workshops and Consortiums
- Curriculum Work
- Building school improvement initiatives
- Visitations to other professional classrooms in district or out of district
- Effective Utilization of Instructional Technology
- CSLO Technology Specialists
- Content Specialists
- In-house Turnkey Training
- Specialized Application Training

Professional Learning opportunities (CTLE) that provide information and implementation for New York State Standards will be provided.

Alignment for the New York State Learning Standards will also involve vertical as well as horizontal alignment. Teachers will be encouraged to work across grade levels to make sure there are no gaps in student learning and expected to work within grade level teams and/or departments in order to analyze data, making sure instruction is consistent and comparable from class to class.

Professional staff and supplementary school personnel who work with students with disabilities and/or English Language Learners will be encouraged to take advantage of workshops provided by BOCES and other organizations to improve their skills and knowledge in meeting the needs of the students.

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2022-2025 Instructional Technology Plan - 2021III. Goal Attainment

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

1. Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.
The district has met this goal:
Significantly
2. Digital Use – The District's learners, teachers, and administrators are proficient in the use of technology for learning.
The district has met this goal:
Significantly
3. Digital Capacity and Access – The District's technology infrastructure supports learning and teaching in all of the District's environments.
The district has met this goal:
Fully
4. Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.
The district has met this goal:
Moderately
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

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IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

For the 2022 through 2025 school years, WCSD will focus on implementing the K-12 Digital Fluency and Computer Science standards. These standards will be span the content areas. Teachers will collaborate to modify curriculum maps throughout the school year. The District will provide staff development for the integration of the standards during each of our Superintendent's Conference Days, to support the achievement of full implementation by September of 2024.

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

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

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

Professional development will focus on collaborative curriculum development. Grade band standards will be implemented across content areas. Revised curriculum maps will provide evidence of this. Teachers will collect formative data to monitor student comprehension. For example, a second grade teacher may collect formative data - perhaps with the use of technology applications such as Kahoot/PollAnywhere - on students ability to [2-3.DL.2] communicate and work with others using digital tools to share knowledge and convey ideas. The formative data will be utilized to inform instruction and guide staff to target areas of their lessons that require revision.

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IV. Action Plan - Goal 1

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We will know the standards have been effectively implemented when 80% or more of their students are able to demonstrate each standard.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Collaboration	Teachers will collaborate throughout the 22-23 school year to develop a plan for integrating the digital fluency and computer science standards at their grade level, across content areas.	Building Principal	Technology Coordinator, Curriculum Facilitator, Classroom Teachers	05/30/2023	0.00
Action Step 2	Curriculum	Throughout the 2022-2023 school year, teachers will meet with their grade levels/departments and the Curriculum Coordinator to monitor the progress of the standards integration.	Curriculum and Instruction Leader	Building Principal, Classroom Teachers	06/30/2023	0.00
Action Step 3	Budgeting	The Business Administrator will budget funds in the general fund and/or federal grant funds to support summer collaboration in support of continued curriculum development.	Business Official	N/A	05/30/2023	3,000
Action Step 4	Evaluation	Teachers will collectively review and evaluate the curriculum plan at each grade level as a part of the 2023-2024 school year Professional Development. They	Building Principal	Technology Coordinator, Curriculum Facilitator, Classroom Teachers	06/30/2023	0.00

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		will continue to work on building and expanding the integration of the CS&DL standards.				

7. This question is optional.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Professional Development	Teachers will take part in professional development during the 23-24 school year focused on finalizing alignment of curriculum maps and grade level bands.	Building Principal	Curriculum Facilitator, Technology Coordinator	06/30/2024	0.00
Action Step 6	Implementation	All K-12 teachers will implement their curriculum with the new standards integrated into the maps and collect formative data on student demonstration of the standards.	Building Principal	Curriculum Facilitator, Classroom Teachers	08/30/2024	0.00
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

The district will ensure all students and staff have access to regularly updated technology to support learning and teaching.

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 credit recovery programs |
| ☐ Middle School | ☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence |
| ☐ High School | ☐ Students who do not have internet access at their place of residence |
| ☐ Students with Disabilities | ☐ Students in foster care |
| ☐ English Language Learners | ☐ Students in juvenile justice system settings |
| ☐ Students who are migratory or seasonal farmworkers, or children of such workers | ☐ Vulnerable populations/vulnerable students |
| ☐ Students experiencing homelessness and/or housing insecurity | ☐ 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.

A Digital Equity Survey will be used annually to collect accurate data regarding digital resource access for our students and staff. This data will be used to reexamine and adapt our replacement cycle and facilitate the exposure of any areas impacted by inferior, outdated or inadequate technology. We will know if we have accomplished this goal if survey data shows a minimum of 80% response indicating reliable digital access in and out of the school district, with an increase annually.

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

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Infrastructure	Maintain a replacement cycle for devices that is fiscally responsible, while also providing updated devices when they have reached their end of life.	Director of Technology	Business Official	06/29/2023	0.00
Action Step 2	Purchasing	As devices come to end of life (chromebooks) or are simply inadequate due to age (workstations/computer labs) these will be routinely replaced and/or upgraded.	Director of Technology	Business Official	06/30/2025	96,000
Action Step 3	Professional Development	When new technology is introduced, i.e. hardware or software applications, the pertinent staff will receive the appropriate training on its use. Likewise, new technology for students will come with training at the classroom level with the teacher and/or Technology Coordinator.	Director of Technology	Classroom Teacher	06/30/2022	0.00
Action Step 4	Communications	Staff, students and families will have easy access to technology assistance through multiple modes of communication, including email, phone, support ticket and in-person visit. Information on reaching out to the technology department	Director of Technology	N/A	06/30/2023	0.00

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		will be clearly posted on the district website.				

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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2022-2025 Instructional Technology Plan - 2021**IV. Action Plan - Goal 3**

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1. Enter Goal 3 below:

Provide faculty/staff with technology professional development to develop learning opportunities for students and collaborate with colleagues.

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

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

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

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

Surveys, anecdotal evidence, professional development evaluations and teacher observations will be routinely used to evaluate the efficacy of the District Professional Development in technology. Application usage reports will help to gauge how well software is being implemented in the classroom and offer insight into the comfort level and skill set of teachers. We will know if we have achieved this goal if the following objectives were attained: staff feedback on Professional Development for technology is rated at a 7/10 (Lichaert scale) for at least 80% of the staff; teacher observations reveal meaningful technology integration for at least 80% of instructors.

6. List the action steps that correspond to Goal #3 from your answer to Question 1, above. All cells in the table must

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IV. Action Plan - Goal 3

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be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Research	The district will use the Professional Development Feedback survey from the prior year as a key source in identifying what targets are being addressed effectively, and which have been neglected or are otherwise inadequate.	Director of Technology	Curriculum Facilitator, Superintendent	06/30/2025	0.00
Action Step 2	Planning	The district will use Professional Development feedback and teacher observation information to prioritize content when drafting future Professional Development opportunities.	Director of Technology	Curriculum Facilitator, Superintendent	06/30/2025	0.00
Action Step 3	Implementation	The district will offer multiple opportunities for Professional Development, including the use of Superintendent Day(s), summer training, one-on-one and small group training and BOCES-supported team training.	Director of Technology	Curriculum Facilitator	06/30/2025	5,000
Action Step 4	Evaluation	The efficacy and value of the combined total of all PD offered during the year will be evaluated by all staff using the District Professional Development	Director of Technology	Curriculum Facilitator, Superintendent.	02/10/2023	0.00

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IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		Feedback form.				

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 - 2021V. NYSED Initiatives Alignment

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

With each passing year technology has become more and more integrated into the everyday instruction in nearly every classroom.

Following the pandemic, all teachers established a Google Classroom and this is still used extensively for everything from posting meet links for our quarantined classroom, to posting assignments, communicating with parents and students, and posting video lessons for absent students or those who need extra support. Interactive Cleartouch panels are present in every standard classroom and instructional area, and these are used by nearly every teacher every day to present and enrich lessons. Teachers have an extensive selection of software and applications at their disposal - some general, and some content-specific. They also make use of document cameras, webcams, scanners and tablets routinely and fluently.

Like teachers, students use of technology integrates with their instruction on a daily basis. With the completion of the district 1:1 initiative, students now have round-the-clock access to the use of technology when needed, and student Chromebooks are used nearly every day in every classroom at some point. Example of ways in which students demonstrate their understanding of skills and concepts through the use of technology include:

Software and applications that provide formative and/or summative assessment data (eg. AIMSweb; SRI; IXL; Castle Learning; ProblemAttic)

Virtual and web-based tools (eg. Chemistry Lab-Gizmos; Math Graphing Calculator; TI-84)

Interactive Games and Media (eg. Brainpop; EdPuzzle; Gimkit)

Content-specific applications (eg. Reading Eggs; MathSeeds; CAD; XtraMath; Learning A-Z)

Online textbook assignments (eg. HMH; Scholastic; Savvas; ThinkCentral)

The use of technology has had a tremendous impact on a teacher's ability to easily manage the data and products required to meaningfully differentiate instruction effectively. Every grade and every content area benefits from this. Examples of technology used for this include:

Flipped classrooms

Adaptive literacy products such as Newsela and eSparks

Online academic support such as APEX and Paper.

Assistive technology products that support special needs and ELL students such as: readers and voice recognition; modified keyboards; Bookshare; gSuite accessibility features; SLP Toolkit; SuperDuper Hear Builder; Boom Cards

These technologies, and others like them, provide students with multiple pathways to access and participate in learning.

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.

With the completion of the district 1:1 initiative, we are now in a position to provide every student a device, and that device is available to them wherever they are at any given time. Using multiple district-wide surveys, family support calls and teacher request, we have identified anyone lacking sufficient internet at their residence to allow academic participation at home, and thus provided them with one or more district-owned hotspots. We provide phone support to these families for their use, as well as technical support in general for Chromebook and other technical issues encountered at home. We have positioned three new outdoor wifi units for an additional network alternative, and identified local internet sources such as the church and the library. We are currently in the planning phase with our partners at Erie 1 BOCES and intend to upgrade our district switches and add our extra areas outside of our school buildings (long-term solution). Our local legislator has been working with the district and the community to expand internet services to underserved areas. We

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V. NYSED Initiatives Alignment

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take advantage whenever possible in applying for grants such as the Emergency Connectivity Fund to further bolster a sustainable "everywhere, all the time" environment for our 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.**

Our students with disabilities are directly served through the use of instructional technology. In addition to the technology that is available to all students such as virtual labs, flipped classrooms, google classrooms, and other differentiated materials and programs, many of our students with disabilities have access to applications, extensions and devices that enhance their learning. Google Read&Write Equatio, as well as other google extensions such as speech-to-text/text-to-speech, and devices such as timers, calculators and large font keyboards are all preferred to students who might benefit from them. Assistive technology evaluations and/or guidance is provided to the Department of Special Education when requested. Service providers like occupational therapists, physical therapists, special education teachers and speech language pathologists are able to all share in the instructional delivery for the students they serve within nearly all software products and during virtual instruction as well.

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 | ☒ Using technology as a way for students with disabilities to demonstrate their knowledge and skills |
| ☒ Technology to support writers in the secondary classroom | ☒ Multiple ways of assessing student learning through technology |
| ☒ Research, writing and technology in a digital | |

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V. NYSED Initiatives Alignment

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- | | |
|---|---|
| world | ☒ Electronic communication and collaboration |
| ☒ Enhancing children's vocabulary development with technology | ☒ Promotion of model digital citizenship and responsibility |
| ☒ Reading strategies through technology for students with disabilities | ☒ Integrating technology and curriculum across core content areas |
| ☒ Choosing assistive technology for instructional purposes in the special education classroom | ☒ Helping students with disabilities to connect with the world |
| ☒ Using technology to differentiate instruction in the special education classroom | ☐ 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)

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

7B. If Yes, check one below:

In the 5 languages most commonly spoken in the district

7C. 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**

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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 | ☒ Multiple ways of assessing student learning through technology |
| ☒ Technology to support writers in the secondary classroom | ☒ Electronic communication and collaboration |
| ☒ Research, writing and technology in a digital world | ☒ Promotion of model digital citizenship and responsibility |
| ☒ Writing and technology workshop for teachers | ☒ Integrating technology and curriculum across core content areas |
| ☒ Enhancing children's vocabulary development with technology | ☐ Web authoring tools |
| ☐ Writer's workshop in the Bilingual classroom | ☒ Helping students connect with the world |
| ☒ Reading strategies for English Language Learners | ☒ The interactive whiteboard and language learning |
| ☒ Moving from learning letters to learning to read | ☒ Use camera for documentation |
| ☒ The power of technology to support language acquisition | ☐ Other (please identify in Question 8a, below) |
| ☒ Using technology to differentiate instruction in the language classroom | |

- 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. | ☒ Provide students a way to protect and charge any devices they are provided/with/by the district. | ☒ 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. |
| ☐ If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone. | ☒ Replace devices that are damaged or stolen/as needed. | ☐ Adjust assignments/to be completed successfully using/only/the/resources students have available./ |
| ☒ Offer/phone/enrollment as an alternative to/in-person/enrollment. | ☐ Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity. | ☐ Provide online mentoring programs. |
| ☒ Set enrollment forms to | ☐ Create individualized plans for providing access to technology and internet on a | ☒ Create in-person and web-based tutoring/programs/spaces/and/o |

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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.	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.	r 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 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.**

- ☒ a) 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.
- ☒ b) The district uses instructional technology to facilitate classroom projects that involve the community.

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- ☒ c) 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.
- ☒ d) The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- ☐ e) 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.
- ☒ f) The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- ☐ g) Other (please identify in Question 10a, below)

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

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VI. Administrative Management Plan

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1. Staff Plan

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	0.00
Technical Support	1.00
Totals:	2.00

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	96,000	One-time	☐ 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,	Bond and Capital Reserve

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One- time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					to the right) ☐ N/A	
2	Professional Development	N/A	6,000	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
3	N/A	N/A	0	N/A	☐ BOCES Co- Ser purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate ☒ Grants ☐ Instructional Materials Aid ☐ Instructional	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One- time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☒ N/A	
4	N/A	N/A	0	N/A	☒ BOCES Co- Ser purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
Totals:			102,000			

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

Yes

4. Districts are required to post either the responses to this survey or a more comprehensive technology plan that

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VI. Administrative Management Plan

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includes all of the elements in this survey. Please provide the URL here. The URL must link to a public website where the survey or plan can be easily accessed by the community.

<https://www.wilsoncsd.org/Page/926>

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.

2022-2025 Instructional Technology Plan - 2021**VII. Sharing Innovative Educational Technology Programs**

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

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

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

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

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	Name of Contact Person	Title	Email Address	Innovative Programs
				☐ 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
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ 1:1 Device Program ☐ Active Learning

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	Name of Contact Person	Title	Email Address	Innovative Programs
				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

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	Name of Contact Person	Title	Email Address	Innovative Programs
				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 Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized Learning ☐ Policy, Planning, and Leadership ☐ Professional Development /

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

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