2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

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

Brian Zimmer

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

Director of Technology

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

We are a community of learners who nurture and inspire personal excellence, foster creativity and explore diverse opportunities, celebrate achievements and overcome challenges, and contribute locally and globally for positive change.

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

Educational technology applications will deepen student engagement and improve student achievement by enabling them to access technology, solve problems, collaborate with others, and communicate their thoughts and ideas. Educational technologies will allow students to become self-directed, self-motivated and lifelong learners.

3. **Summarize the planning process used to develop answers to the Instructional Technology Plan questions and/or your district comprehensive Instructional Technology Plan. Please include the stakeholder groups participating and the outcomes of the instructional technology plan development meetings.**

The Webster CSD Technology team annually outlines the academic focus areas, priority curriculum review and professional development needed to meet and exceed our district goals. The Professional Development Plan, Individual School Based Plans, Instructional Technology Plan and Department Goals are aligned to these overarching focus areas. Throughout each of these plans, our goal is to enhance our strong tradition of student centered classroom instruction with complementary digital resources. We seek to establish an engaging learning environment where information and resources are available 24/7 at student fingertips so that learning occurs without barriers. This environment must be collaborative, inquiry-driven and personalized to meet the needs of each of our students so that they are best prepared for college and/or career. The Technology Team in conjunction with a cybersecurity company has worked to develop a comprehensive three year device replacement plan, a multi year network infrastructure replacement plan, and a yearly cybersecurity plan. The technology team meets weekly to monitor, evaluate, and review long and short term plans. The Digital Citizenship sub-committee consisting of parents, teachers, administrators, and community leaders holds two annual meetings. These meetings in conjunction with feedback gathered electronically outside of meetings help shape the goals/targets in our plan on a yearly basis. The curriculum directors and assistant superintendent of instruction also meet weekly to help review the learning portion of the plan. The review is to ensure alignment with district learning standards and outcomes for all students.

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 technology plan has focused on the following areas of the technology plan to continue our work:
- This technology plan enhances the districts instructional practices using technology tools to enhance instruction through continued practice, evaluation, and use of tools.
- The Digital Citizenship committee has identified the need for additional presentations and training for all staff, students, and community members. The Digital Citizenship portion of the technology plan continues to focus on providing tools for all of our stakeholders to help increase digital awareness and safety.
- Security: through the use of Ed Law 2d, Webster CSD has incorporated the use of a Virtual Chief Information Security Officer (VCISCO) and 24 by 7 monitoring software as well as incorporated additional safeguards and practices for vetting all software. The team responsible for this works meets on a weekly basis to monitor progress and make improvements based on data that is presented from the cybersecurity company. Webster CSD has also increased the use of multi factor authentication and cybersecurity training.

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

 The WCSD technology plan includes provisions for the following enhancements based on learning experiences through COVID:
- to provide wireless access for all students if remote learning is necessary
- to incorporate wifi on WCSD school buses
- Increase professional learning opportunities for all staff on the tools that are available to support and enhance learning for all subject areas
- WCSD is exploring options to add instructional technology teachers at all grade levels (K-12) to support instructional opportunities for all.

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

Yes

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7. **Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision as stated in response to question 2.**

Deliver professional learning opportunities to enhance instruction for all students through the use of technology.

Targets/Activities:

Ensure training opportunities regarding technology are aligned to district learning standards.

Utilize staff to create targeted multimodal training that meet the needs of departments, grade levels, or curricular areas.

Create a library of professional development resources to ensure staff can access materials either synchronously or asynchronously when the need arises.

The effectiveness of this plan will be evaluated through the use of teacher observation data, New York State testing data, NWEA benchmark data and through formative/sumative classroom assessments. The district will monitor the overall effective of technology integration through our annual student data metrics. As a district, we will continue to determine staff need through frequent surveys of our staff, timely opportunity for feedback, and opportunities for our staff to attend professional learning opportunities that relate to their are of instruction. As part of our normal practice, the district will continue to offer a teacher teach teacher professional learning model which will allow staff to create, present, and learn from other colleagues.

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III. Goal Attainment

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

1. **Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.**
   The district has met this goal:

   > Moderately

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:

   > Moderately

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1. **Enter Goal 1 below:**

Increase opportunities and pathways to expose and enhance student skills and computational thinking through the integration of technology.

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

Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning

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.**

- Integrate the key components of the NYS Computer Science and Digital Fluency standards into learning opportunities through teacher lesson planing.
- Provide experiences to teach keyboarding and other student opportunities with support from the larger community.
- Explore evolving technology areas and opportunities for students to engage in this exploration(E-sports, Game design, Cyber security, Augmented reality)
- Increase the collaboration between the district and local businesses, colleges and community agencies to provide skills and knowledge for students.
- Integrate Resources and Lessons into the K-12 framework of the district to provide equitable learning opportunities for all students.

WCSD will monitor the implementation/effectiveness of the following tasks by obtaining feedback, determing teacher/staff approval, and finally by the ease of the use of the tool for all. This feedback can, and should, come from all areas; administrators, teachers, and students. The short and medium-term outcomes recorded by those implementing certain tools might not match up to how they experienced and used by educators and students on the ground, which is where feedback becomes particularly useful. Some of the questions which can be asked to solicit feedback include: Have there been functional changes in teaching? Is learning relevant and engaging? Are students experiencing greater agency? Are their critical thinking skills improving? here are other factors that must be considered, too. Teacher approval is important to the success of edtech products. If a product is producing some results, but teachers don't like the product, it's not always worth it. Dissatisfied teachers are less likely to use a product faithfully. Teachers are also the experts in their classrooms, and their opinions should be strongly considered when measuring the success of digital learning products. Finally, the ease of use with any product should be taken into consideration. Digital learning products that are difficult to use or buggy, no matter how great they are in theory, are rarely going to be successful. If a product or program cannot be faithfully used, there is little chance it will provide the desired outcome.

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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	Professional Development	Provide teachers with professional develop on the Digital Literacy standards	Curriculum and Instruction Leader	Directors of Instruction	06/30/2023	100,000
Action Step 2	Implementation	Integrate the key components of the NYS Computer Science and Digital Fluency standards into learning opportunities throughout the K-12 system	Classroom Teacher	Directors of Instruction/Principals	06/30/2023	100000
Action Step 3	Curriculum	Explore evolving technology areas and opportunities for students to engage in this exploration(E-sports, Game design, Cyber security, Augmented reality)	Curriculum and Instruction Leader	Assistant Superintendent for Instruction	06/30/2023	150000
Action Step 4	Collaboration	Increase the collaboration between the district and local businesses, colleges and community agencies to provide skills and knowledge for students	Director of Technology	Director of Educational Technology	06/30/2024	25000

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	(No Response)	(No Response)	(No Response)	(No Response)	(No Respo	(No Response)

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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
					nse)	
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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1. **Enter Goal 2 below:**

Target staff to become an instructional technology coach creating equitable positions in all 11 school buildings to support teacher and student learning around the use of instructional tools.

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

Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning

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

- ☑ All students
- ☐ Early Learning (Pre-K -3)
- ☐ Elementary/intermediate
- ☐ Middle School
- ☐ High School
- ☐ Students with Disabilities
- ☐ English Language Learners
- ☐ Students who are migratory or seasonal farmworkers, or children of such workers
- ☐ Students experiencing homelessness and/or housing insecurity

- ☐ Economically disadvantaged students
- ☐ Students between the ages of 18-21
- ☐ Students who are targeted for dropout prevention or credit recovery programs
- ☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
- ☐ Students who do not have internet access at their place of residence
- ☐ Students in foster care
- ☐ Students in juvenile justice system settings
- ☐ Vulnerable populations/vulnerable students
- ☐ Other (please identify in Question 3a, below)

4. **Additional Target Population(s). Check all that apply.**

- ☑ Teachers/Teacher Aides
- ☐ Administrators
- ☐ Parents/Guardians/Families/School Community
- ☑ Technology Integration Specialists
- ☐ Other

5. **How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.**

Through the use of formative data, NWEA data, and state data, Instructional Coaches will provide professional learning to support improved outcomes for students. The standard district data set will be used to monitor monthly and yearly outcomes to enhance instructional practices within the classroom. The Assistant Superintendent for Instruction in conjunction with the Superintendent will set yearly SMART goals for the improved instructional landscape using the tools that are available to all staff.

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.**

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Curriculum	Frequently review the outcomes of technology tools available to support	Curriculum and Instruction Leader	Director of Educational Technology	06/30/2024	750,000

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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
		instruction				
Action Step 2	Staffing	Hire 14 instructional coaches	Superintendent	Assistant Superintendent for Human Resources	06/30/2023	1,050,000
Action Step 3	Professional Development	Provide professional learning opportunities for all staff	Teacher on Special Assignment	Assistant Superintendent for Instruction	06/30/2024	350,000
Action Step 4	Collaboration	Provide opportunities for staff to collaborate and determine the most relevant instructional practices aligned to NYS Standards	Assistant Superintendent	Assistant Superintendent for Instruction	06/30/2025	150,000

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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1. **Enter Goal 3 below:**

   To provide a sustainable, secure network that follows all practices defines by New York State Education Law 2d part 121 and NIST cybersecurity framework

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

   Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders

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

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

4. **Additional Target Population(s). Check all that apply.**

   ☑ Teachers/Teacher Aides
   ☑ Administrators
   ☐ Parents/Guardians/Families/School Community
   ☑ Technology Integration Specialists
   ☐ Other

5. **How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.**

   The overall cybersecurity system of the district is monitored on a 24 x7 basis by the Webster CSD technology Team, Monroe 1 BOCES Tech Team and cybersecurity vendor. There are weekly meetings between WCSD and cybersecurity vendor to monitor effectiveness and make changes based on best practices as outlined by NIST Cybersecurity Framework.

6. **List the action steps that correspond to Goal #3 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Cybersecurity	24 x7 cybersecurity monitoring	Director of Technology	Director of Educational Technology	06/30/2023	250,000
Action Step 2	Cybersecurity	Develop a comprehensive cybersecurity plan in	Director of Technology	Director of Educational Technology	06/30/2023	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
		alignment to NIST				
Action Step 3	Data Privacy	Continue to run all contracts and data agreements through a comprehensive protocol which aligns with Ed Law 2d and NIST	Director of Technology	Director of Educational Technology	06/30/2025	0
Action Step 4	Data Privacy	Implement multifactor authentication with all staff	Director of Technology	Director of Educational Technology	06/30/2023	15,000

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

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

    The Webster Central school district has been a 1:1 district since 2015. The district technology plan has focused on providing equitable device access for all students while providing technology that is always available. The WCSD Technology team reviews frequently in conjuction with Monroe 1 BOCES the effectiveness of our network mapping plan, our internet speeds and coverage, and our overall ability to provide a comprehensive environment to support all uses of technology within the Webster CSD.

2. **Explain the strategies the district plans to implement to address the need to provide equitable learning "everywhere, all the time" (National Technology Plan). Include both short and long-term solutions, such as device access, internet access, human capacity, infrastructure, partnerships, etc.**

    The Webster Central school district has been a 1:1 district since 2015. The district technology plan has focused on providing equitable device access for all students. WCSD currently has a 99.4% coverage rate for students with wifi access at their residence. WCSD is working to add Wifi access on all school buses in addition to our current infrastructure that has interior and exterior wifi access for all WCSD devices and also guest accounts. WCSD is exploring options for community wide wifi access with possible partnership with the Town and Village of Webster.

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.**

    WCSD looks at each child as an individual. Based on testing and feedback, devices and instructional software are chosen for each special education student based on the tool that will best support/enhance the specific needs of each child. Applications are selected through the Assistive Technology Coach in collaboration with the classroom and special education teachers. Devices are selected for the child based on the overall executive function for the child. The district deploys assistive technology devices on a yearly basis to support the learning needs of the child. Devices include: desktop, laptops, iPads, tablets, assistive hearing devices, larger display screens, and many others.
    Instructionally, teachers deploy practices based on data driven instruction to differentiate, modify, and enhance instruction. Current practices focus on standards based learning with opportunities for accommodation of in class instruction.

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)

V. NYSED Initiatives Alignment

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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)

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.**

Our goal is to provide equitable access for all students no matter the language.

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V. NYSED Initiatives Alignment

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8.   **Please select the professional development that will be offered to teachers of English Language Learners that will enable them to differentiate learning and to increase their student language development and content learning with the use of technology. Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

☐ Technology to support writers in the elementary classroom

☐ Technology to support writers in the secondary classroom

☐ Research, writing and technology in a digital world

☐ Writing and technology workshop for teachers

☐ Enhancing children's vocabulary development with technology

☐ Writer's workshop in the Bilingual classroom

☐ Reading strategies for English Language Learners

☐ Moving from learning letters to learning to read

☑ The power of technology to support language acquisition

☑ Using technology to differentiate instruction in the language classroom

☑ Multiple ways of assessing student learning through technology

☑ Electronic communication and collaboration

☑ Promotion of model digital citizenship and responsibility

☑ Integrating technology and curriculum across core content areas

☑ Web authoring tools

☑ Helping students connect with the world

☐ The interactive whiteboard and language learning

☑ Use camera for documentation

☐ Other (please identify in Question 8a, below)

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9. **How does the district utilize technology to address the needs of students experiencing homelessness and/or housing insecurity to ensure equitable access to instruction and learning? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

☑ McKinney-Vento information is prominently located on individual school websites, as well as the district website.

☑ If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.

☑ Offer/phone/enrollment as an alternative to/in-person/enrollment.

☐ Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity

☑ Create a survey to obtain information/about students' living situations,/contact information,/access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs.

☐ Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions.

☐ Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.

☑ Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.

☑ Provide students a way to protect and charge any devices they are provided/with/by the district.

☑ Replace devices that are damaged or stolen/as needed.

☐ Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.

☑ Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity.

☑ Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website.

☐ Class lesson plans, materials, and assignment instructions are available to students and families for

☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)./

☑ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.

☑ Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work.

☑ Adjust assignments/to be completed successfully using/only/the/resources students have available./

☐ Provide online mentoring programs.

☐ Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.

☐ Offer a technology/support hotline during flexible hours.

☐ Make sure technology/support is offered in multiple languages.

☐ Other (Please identify in Question 9a, below)

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10. **How does the district use instructional technology to facilitate culturally responsive instruction and learning environments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

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

☑ The district uses instructional technology to facilitate classroom projects that involve the community.

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

☑ The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.

☑ The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.

☑ The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.

☐ Other (please identify in Question 10a, below)

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

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

	Full-time Equivalent (FTE)
District Technology Leadership	2.00
Instructional Support	0.00
Technical Support	13.00
Totals:	**15.00**

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

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	Network and Infrastructure	Network improvements	250,000	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	NA
2	End User Computing Devices	Three year replacement cycle of all devices	2,500,000	Annual	☑ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public	NA

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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
					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	Professional Development	Yearly professional development focusing on technology	50,000	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	NA
4	Peripheral Devices	Additional technology to help all kids meet individualized learning targets (Red Kats, cameras, etc)	50,000	Annual	☑ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid	NA

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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
					☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
Totals:			**2,850,000**			

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 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.websterschools.org/districtpage.cfm?pageid=1482

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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 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
	☐ OER and Digital Content	☐ Other Topic A
☑ Data Privacy and Security	☑ Online Learning	☐ Other Topic B
☐ Digital Equity Initiatives	☐ Personalized Learning	☐ Other Topic C
☐ Digital Fluency Standards		

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	Brian Zimmer	Director of Educational Technology/Data Privacy Officer	brian_zimmer@webstercsd.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

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	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	Joe Montemaro	Director of Educational Technology	joe_montemaro@webstercsd.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

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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
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
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

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