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?**

Thomas Maturski

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

Assistant Superintendent

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

The mission of the Williamsville Central School District, a community characterized by diversity, high expectations and support for learning, is to empower all students
• To develop their unique potential and character,
• To assume responsibilities of citizenship and leadership and
• To thrive in a challenging and rapidly changing global community
through the commitment of our quality staff, working in partnership with students, parents and community, and utilizing visionary programs in a nurturing environment of mutual respect and dignity.

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

Williamsville Central School District is committed to encouraging and facilitating the use of technology in ways that support student learning and achievement, improve efficiency of district operations, and encourage communication among all stakeholders within the entire school community. In addition, the district makes every effort to provide students with the 21st century tools necessary to gather and evaluate information, communicate and collaborate effectively with others, think critically and solve problems creatively, and continue to learn.

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 following stakeholder groups have provided input on the instructional technology needs of the district through discussion and review of draft goals. The stakeholder groups consist of parents, teachers, principals, and district office leadership. The outcome(s) of the meetings were the review of our outlined goals and actions steps with alignment of district vision for technology.
Technology Services Advisory Group (TSAG) bi-weekly/ as needed
• Dates: 7/28/21, 8/4/21, 8/11/21, 8/18/21, 9/15/21, 9/28/21, 10/13/221, 10/26/21, 11/3/21, 11/16/21, 12/1/221, 12/14/21, 1/5/22, 1/18/22, 2/2/22, 2/16/22, 3/2/22, 3/15/22, 3/30/22, 4/20/22, 5/3/22, 5/18/22, 6/1/22, 6/14/22

District Technology Committee Meetings (3)
• Dates:11/4/21, 2/16/22, and 5/18/22

K-12 Principal Meetings
• Dates: 9/23/21, 10/14/21, 11/18/21, 12/16/21, 2/10/22, 3/17/22, 4/21/22, and 5/19/22

Building Based Committee/Feedback from Technology Facilitators:
• Team Dates: 9/22/21, 10/27/221, 12/8/21, 1/19/22, 3/16/22, 4/27/22, 5/25/22
• Building Level Dates: 10/6/21, 11/10/21, 1/5/22, 2/9/22, 4/6/22, 5/11/22, 6/8/22
• TIF Dates: 10/4/21, 12/6/21, 2/2/22, 4/7/22, 5/4/22

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

Previous work on expanding capacity of instructional devices for student use in the classroom has built the foundation for future growth and to reach 1:1 for all students. Our current plan is keeping up with the advances of technology that are necessary in a K-12 environment. These advances have led to replacement, repair and upgrades of our infrastructure for broadband and wifi services.

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

Preparation for and expansion of professional development in a synchronous environment, along with asynchronous resources and materials for our teachers/staff/parents. Provide laptops for every teacher to connect, communicate and deliver instruction through a variety of models as needed. A continuation of building capacity of student devices available for use in our buildings (or home as needed). Continued implementation of our increased technology peripherals to support student learning, individual needs and instruction. Looking to improve our cybersecurity program, along with enhancing our Google platform for data storage that is used for students and staff. This storage platform will provide improved access to instructional materials that will enhance learning.

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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.**

Our current vision and commitment to encouraging and facilitating the use of technology in ways that support student learning and achievement, is a key focus area to prepare and grow our instructional staff. Providing our educators with the instructional technology best practices and strategies to enhance the student learning process, while efficiently and effectively providing student feedback serves as a foundational professional learning goal for those providing instruction within our community.

The continuation of our professional learning plan will continue our support and capacity building for our district educators and administrators to align their professional technology practices with the district's vision and mission for technology use expectations. The Williamsville Central School District is committed to providing professional learning opportunities to ensure that all educators have opportunities for professional growth, remain current with their profession, and meet the learning needs of their students.
In order to accomplish this, the District is committed to providing effective professional learning opportunities that are intensive, on-going, and connected to practices, and model the integration of technology within the classroom. By continuing to provide ample professional learning opportunities it forms a structure to build strong, collaborative learning relationships among staff.

The District supports the following opportunities that drive and support the implementation of effective professional learning opportunities within our curriculum, which is locally developed by teachers in partnership with District staff, including instructional specialists, special education coordinators, and technology integrators. New teacher/administrator orientation and induction/mentoring are offered to address the needs of those specific groups.

Our current district annual instructional goal states "further develop and enhance opportunities for student learning, engagement, and innovation" . This serves as a strong connection to alignment of our professional learning plan as we prepare our instructional staff with instructional technology strategies. Our current annual timeline for implementation and support is a fall and spring catalog of district supported professional learning workshops, followed by summer institutes that concentrate on specific tasks and skills to promote growth mindset among our educators and administrators.

Instructional Technology related program goals that are articulated in the district's Professional Learning Plan include:
- increase teacher's quality and use of instructional technology as a tool to improve learning, interact successfully in a future ready skills environment and to achieve their personal, educational, and workplace goals.
- Continue to incorporate and employ instructional technology related strategies to empower student academic success and understanding
- Increase educator's competencies to effectively use technology tools to support the curriculum and empower teachers with future ready technology skills.

The district and building based needs assessment survey data, along with informal professional learning teacher completion evaluation review have provided background information on teacher learning and formed a general profile of the current capacity of teachers. In addition, the district instructional technology expectations of educators to utilize an electronic learning management with students to plan, organize, distribute and collect student demonstrations of learning sets the basis for technology implementation with the classroom.

Infused within our professional learning opportunities the district will provide targeted, needs-based,and personalized professional development based on teacher's capacity and interest. In order to accomplish this, the District is committed to providing effective professional learning opportunities that are on-going, continuous, within the teacher work day and after to meet the needs of educators and administrators. The district will continue strive for a foundational level of instructional technology fluency for teachers to incorporate into their professional learning, along with the becoming proficient with utilization of best practices and tools to support the International Standards for Technology Education (ISTE) Standards for Educators, New York State K-12 Next Generation Learning Standards and Google Level 1 Educator foundational skills.

This district employs a technology integrator for each building to serve as an instructional technology coach to provide timely and responsive modeling to further the implementation of technology within the curriculum. The level of support provided by the technology integrator has allowed for the growth of systematic collaboration among teachers to share effective instructional strategies, questions, lessons, assessments and project based learning ideas among levels. The integration of technology is targeted, needs based and personalized based on the needs of the teacher's capacity and interest for that current level of instruction. Through the development and participation of the Technology Integration Partnership (TIP's) program teachers elect to meet with their building based integrator during the workday for one on one personalized planning sessions to infuse instructional technology within their everyday classroom practices and routines. The collaboration sessions take place at the time and frequency based on the needs of the teacher, along with being genuinely focused on the specific outcomes desired of the educational and curriculum goals of the curriculum.

In addition, the district employs an implementation team format that encourages like minded teachers to collaborate based on specific measurable

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goals and methodologies to implement among student learning. These teams can be formed optionally and allow for specific interests and a targeted approach to learning new strategies. If a teacher chooses to seek professional development outside of the district sponsored or provided opportunities within the year, they can seek out prior approval for other opportunities within the area or state that align with our current instructional technology vision and practices.

A requirement for all professional developmental activities offered within the district is a form of exit evaluation that allows for review of program content, effectiveness of instructor, usefulness of techniques demonstrated, overview of the workshop format along with teacher additional comments. These evaluations will provide insight to the effectiveness of opportunities offered within the professional development plan. During teacher evaluations utilizing the Educator Teacher Framework rubrics, evidence will be witnessed and collected to support the integration of instructional technology with our district to enhance student learning.   Part of the district technology plan is to create an implementation follow-up survey to be issued to professional learning participants to measure the effectiveness based on Guskey method of questioning.

The district offers various avenues of support for meaningful technology integration in the classroom, employing thirteen full-time district Technology Integrators, which includes one integrator at each school in the district as well as the district office. Technology Integrators meet individuals and groups/teams of faculty and staff to plan lessons, which embed technology integration strategies directly tied to curriculum. The school district curriculum creates opportunities to incorporate the International Standards for Technology Education (ISTE) Standards for Students, New York State K-12 Next Generation Learning Standards and WCSD K-12 Student Expectations with instructional technology. The district is looking to add an additional technology integrator at the district level for instructional technology support along with assisting all building based technology hardware and software initiatives among buildings to further deepen the implementation within teacher instruction and the student learning process.

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.

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:

   Fully

2. **Digital Use – The District's learners, teachers, and administrators are proficient in the use of technology for learning.**
   The district has met this goal:

   Fully

3. **Digital Capacity and Access – The District's technology infrastructure supports learning and teaching in all of the District's environments.**
   The district has met this goal:

   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:

   Fully

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1. **Enter Goal 1 below:**

Provide 1:1 Devices in school
Ensure that all students in the Williamsville Central School District grades K-12 have access to a device for Instructional Learning

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
☐ 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.**

Formative and Technology Programs
A system for the inventory will be monitored on a consistant basis. This will be done using our internal Inventory system (WITS).
Each student will have equal access to a device and connectivity, hotspots provided to those in need.

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	Purchasing	Elementary Chrome Cart Growth.Continue to build capacity with Chromebooks on carts for student use based	Other (please identify in Column 5)	Technology Services Advisory Group, Principals, MCSTs, Technology Integrators	06/30/2025	$210,000

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		on annual spending plan.				
Action Step 2	Purchasing	High School Chrome Cart Growth. Continue to build capacity with Chromebooks on carts for student use based on annual spending plan.	Other (please identify in Column 5)	Technology Services Advisory Group, Principals, MCSTs, Technology Integrators	06/30/2025	$210,000
Action Step 3	Purchasing	Middle School 1:1 Continuation. Continue to purchase incoming Grade 5 Chromebooks based on enrollment. Continue to purchase incoming Grade 5 Chromebooks based on enrollment. Continue to purchase incoming Grade 5 Chromebooks based on enrollment.	Other (please identify in Column 5)	Technology Services Advisory Group, Principals, MCSTs, Technology Integrators	04/30/2023	$315,000
Action Step 4	Planning	Spare Chromebooks. Additional chromebooks as needed for sign out, loans or replacements as needed.	Other (please identify in Column 5)	Technology Services Advisory Group, Principals, MCSTs, Technology Integrators	04/30/2025	$210,000

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 Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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1. **Enter Goal 2 below:**

   Advancing Instruction through the use of Technology
   Advance the use of digital tools and resources in our curriculum and instruction by integrating instructional software, hardware, and best instructional technology practices.

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	
☐ 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

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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 Williamsville Central School District will use a multi-tiered measurement and review process to monitor and evaluate our progress on meeting on we are advancing instruction with technology. The following processes will be implemented for measurement and evaluation:

1. Use of our internal systems for data gathering in areas such as student assessments, and teacher surveys on technology integration relaying device/technology use to instructional goals

2. Metrics will be used to evaluate user feedback on professional development courses and trainings

3. Professional development trainings will review the percentage of target populations signed up for trainings, attendance at trainings and the completion of all training modules.

4. Training feedback will be requested from participants, this information will be used to schedule advanced trainings where applicable or offer re-training opportunities.

5. Technology system operation will be reviewed to verify the user access levels and system availability. User access levels will be be an automated report that identifies user sign-ons.

6. The District's Technology committee will also utilize members to provide feedback from their schools to the team on success and issues with the integration of technology into daily instructional delivery.

7. External feedback from parents will be completed through a technology survey that rates their perception on the effectiveness of instructional technology in their child's school level.

Upon receipt of all survey and feedback information the Administrative technology team will consolidate the information and review how it aligns with our current and planned instructional curriculum. We will determine how the feedback aligns with our infrastructure and student device allocation plans. All items will be discussed with our Board of Education in the District's annual technology update report.

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	Collaboration	Providing students with opportunities to meaningful and Instructional Technology tools to support learning	Assistant Superintendent	Technology Integrators, Teachers, Building and District Administrators	06/30/2025	52000
Action Step 2	Professional Development	Profssional Learning opportunities for staff	Assistant Superintendent	Instructional Specialist	06/30/2025	107000
Action Step 3	Other (please identify in Column 3, Description)	SEL opportunities for student support	Assistant Superintendent	Specialists, ITTIC,	06/30/2025	35000
Action Step 4	N/A	NA	N/A	NA	06/30/2025	NA

7. **This question is optional.**

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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:**

   <u>Infrastructure and Security</u>
   To improve, monitor and protect our technology network in multi-faceted areas such as hardware, data storage, fiber redundancy and broadband capability in support of our instructional program.
   Our network cyber protection plan will address known and unknown threats. There will be a comprehensive program that utilizes software threat monitoring, staff education, and the implementation of improvments in network firewall protections.

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
   ☐ 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

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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.**

Williamsville is completing the installation of a new external fiber network path to our schools through a BOCES cooperative project. This implementation will provide a certain level of designed redundancy if there is a line breakage. Due to the design, not all schools will experience an outage as was the situation in our old fiber design. We will determine the effectiveness of the new system when we experience the first system outage. The fiber installation will be completed at the end of the 2021-22 school year.

Our District's cyber security program is being upgraded through multiple actions:

1. A BOCES pilot program that will use an external provider to address endpoint management. This program will follow NIST CSF 1.1 framework. Multi-faceted approach that includes: identify, protect, detect, and respond. The BOCES pilot program will occur in the 2022-23 school year. An analysis will be completed to determine if this program should be continued into the 2023-24 school year.

2. Technical Ed Law 2d compliance is integrated in this program. A separate external review is being complete for the district regarding compliance. The report is expected in the Fall of 2022. The District will review the report and address the recommened action items with the intent on completing these items by December 2023.

3. Log collection, advanced SIEM and threat correlation, next-gen anti-virus and endpoint management and support related to alarms ans well as technical configuration items are being completed with a initial implementation date of 7/1/2022.

4. The accomplishment of the cyber-security work will be from third party reporting as well as meetings with the provider to review all information on a daily, weekly, montly basis. Since this is a BOCES pilot, BOCES will also be involved in receiving reports and updated program status information. Specific information will show number of threats received, stopped, and an explanation from the vendor on how the provided program is meeting district and BOCES cyber-security needs. The success of this program will dictate whether BOCES will authorize this program to all component schools.

5. The District will be installing a new secondary server room that will allow for redundancy of our major instructional and communication systems in the event that our main server room incurs a connection issue or system outage problem. The secondary server room will have a unique fiber path that allows for system redundancy. The District will plan to purchase the necessary hardware for this server room in the 2022-23 school year with all fiber and network switches added by 6/30/2023.

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	Infrastructure	Implement a secondary server room location	Assistant Superintendent	Director of Technology	06/30/2023	$350000
Action Step 2	Cybersecurity	Continue to update CyberSecurity Software and measures	Assistant Superintendent	Director of Technology	06/30/2025	$200000
Action Step 3	Cybersecurity	Updated Cyber security education for all users	Assistant Superintendent	Director of Technology	06/30/2023	$50,000
Action Step 4	N/A	NA	N/A	NA	06/30/2	NA

2022-2025 Instructional Technology Plan - 2021

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
					025	

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

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

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

   No

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V. NYSED Initiatives Alignment

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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.**

Instructional Technology Supports

Williamsville Central School district offers various avenues of support for meaningful technology integration in the classroom, employing fourteen full-time district Technology Integrators, which includes one integrator at each school in the district as well as the district office. Technology Integrators meet individuals and groups/teams of faculty and staff to plan lessons, which embed technology integration strategies directly tied to curriculum. The school district curriculum creates opportunities to incorporate the International Standards for Technology Education (ISTE) Standards for Students, New York State K-12 Next Generation Learning Standards and WCSD K-12 Student Expectations with instructional technology that includes, but not limited to the following concepts:

Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Preparing students for college and career readiness requires students to be able to be self-directed as they navigate and use online resources as an integral part of their learning processes in blended classrooms, flipped classrooms, and/or online courses.

Currently many Williamsville teachers provide online resources for students to access both in the classroom and outside of the classroom in a blended learning environment using our WITS learning management system, teacher webpages

The 1:1 initiatives in our middle schools require students to navigate seamlessly between digital resources at home as well as during school.

Several teachers are beginning to utilize the flipped classroom model, which requires students to access online resources and come to class having learned from them in order to participate in classroom activities, which deepen and reinforce the learning.

Conversations about offering online courses to students need to begin in order to prepare Williamsville students for higher education in which online courses are prevalent. These courses require students to be able to be self-directed and manage their time as they navigate through and complete course requirements and activities. Most students need to develop these skills with the help of teachers through modeling, guided practice, and feedback until they become independent learners.

Professional Learning

All professional staff in the Williamsville Central School District have proficiency in:

·   Basic operations file management

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· Word processing communication via email
· Using web-based management software
· Using the Williamsville Information Tracking System
· Using technology for attendance, grade reporting, and instructional purposes

Instructional Technology related program goals that are articulated in the district's Professional Learning Plan include:

· Increase teacher's quality and use of instructional technology as a tool to improve learning, interact successfully in a future ready skill environment and to achieve their personal, educational, and workplace goals.

· Continue to incorporate and employ instructional technology related strategies to empower student academic success and understanding

· Teachers will be exposed to increased amounts and quality of technology integrations, which are connected to research-based strategies and content and performance standard specific areas with the intention of improving student achievement/learning

· Increase educator's competencies to effectively use technology tools to support the curriculum and empower teachers with future ready technology skills.

The district will continue to strive for enhanced levels of instructional technology fluency for all teachers. The expectation is for teachers to engage in ongoing professional learning, becoming proficient with utilization of best practices and tools to support the International Standards for Technology Education (ISTE) Standards for Educators, New York State K-12 Next Generation Learning Standards and Google Level 1 and 2 Educator foundational skills with instructional technology that includes, but not limited to the following concepts:

Learner
Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.

Leader
Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.

Citizen
Educators inspire students to positively contribute to and responsibly participate in the digital world.

Collaborator
Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.

Designer
Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.

Facilitator
Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.

Analyst
Educators understand and use data to drive their instruction and support students in achieving their learning goals.

Technology related program goals that are articulated in the district's Professional Development Plan include:

• Increase teacher's quality and use of technology as a tool to improve learning, interact successfully in a 21st century skill environment and to achieve their personal, educational, and workplace goals. Continue to incorporate and employ technology related strategies to empower their academic success and understanding as related to the ISTE Standards for teachers.

• Teachers will be exposed to increased amounts and quality of technology integrations, which are connected to research-based strategies and content and performance standard specific areas with the intention of improving student achievement/learning

• Increase educator's competencies to effectively use technology tools to support the curriculum and empower teachers with 21st century technology skills.

The district provides robust professional development on instructional technology best practices aligned with the SAMR model implementation. These best practices are introduced and reinforced on an annual basis though the following:

o The district has an instructional technology team assigned to cover the district to support and facilitate instructional technology goals with staff and students.

o The goals are aligned to district, school and classroom goals.

o The district supports a robust professional development catalog for staff further their professional learning opportunities with regards to integrating instructional technology strategies into their lessons.

o Staff development is embedded during scheduled work days for those teachers involved in the Mobile Device Learning Program (MDLP).

o There are weekly technology integrator coaching sessions offered from September to May to reinforce district initiatives and facilitate collaborative learning.

o Arrangements are made for instructional technology needs to be addressed across various stakeholder groups.

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o The District provides students with special orientation programs at grade levels to introduce the devices, technology choices available to students and reviews acceptable use policies that are applicable to the assigned devices.
o Parent Professional Development to be offered annually with a seperate night to focus on each level of elementary, middle and high school.

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

We are embarking on a plan to provide the ability of every student to have equal access within the school, which currently includes every student having access to a device. Our Technology Plan will continue to provide for replacement devices over a 4 year cycle which is budgeted in both the general fund and BOCES budgets. The District will update this plan on an annual basis based upon enrollment in each grade level. The District has upgraded our broadband access to 5GB and will monitor to see if 10GB is needed. The District does have mobile access points available to students who do not have any type of internet access. As we move forward for the long range plan we will explore hardware & software advances and improvements that will support instructional learning.
Examples: New Touch Screen Chromebooks, upgraded access points and enhanced Google platform

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.**

Utilizing a three tiered approach beginning with Universal Design supported with work processing in order to access curriculum without adult support, working independently, and supplementing printed items such as large font for visual student needs.
Tier two would consist of supporting student needs with:
• Kurzweil (a text to speech program by having passages, information, directions read to them) is a comprehensive reading, writing, and learning software solution for any struggling reader, including individuals with learning difficulties, such as dyslexia, attention deficit disorder or those who are ENL learners used to better support communication and student comprehension in their academic program.
• Specialized Software for equipment such as FM systems that are used to amplify auditory input for students who have a hearing loss or CAP (central auditory processing) disorder.
• Board Maker is a PECS (picture exchange communications system) tool for many nonverbal students, and there instructors. These tools provide students with a way to visually associate ideas about their everyday life, and to communicate with their instructors and family.
• Gross-Motor Physical Equipment: walkers, standers, switches, and gate trainers to support student motoric needs.
Tier three would consist of highly specialized equipment for individual student needs:
• Eye-gaze control technology allows children and adults to use movements of their eyes to operate a laptop, computer or speech-generating device.
• Students who are blind have text converted to braille through specialized software and hardware.
• FM systems are provided for students who are hearing impaired; mapping is done for students with cochlear implants. Furthermore we've supported cochlear implant streaming, ie. mini-mic2+ is made by implant company, Cochlear Americas, audio to the implants.

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)

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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	☑ 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 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

7a. **If Yes, check one below:**

In the 5 languages most commonly spoken in the district

7b. **If 'Other' was selected in 7a, above, please explain here.**

(No Response)

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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)

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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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	0.90
Instructional Support	15.40
Technical Support	18.00
Totals:	**34.30**

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	Professional Development	Instructional and Administrative Software	255,000	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	General fund budget
2	Network and Infrastructure	Servers, switches, Access Points and Cables	1,800,000	Both	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public	General fund budget, grant funding

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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	End User Computing Devices	Chromebooks and Carts	1,385,000	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	General fund budget, grant funding
4	Staffing	Administrative, IT professionals: MCST, Technology Integrators, Clerical	50,500	Annual	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid	General fund budget

VI. Administrative Management Plan

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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:			**3,490,500**			

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.williamsvillek12.org/departments/technology_services/technology_plan.php

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Lee Ferenc	Technology Integrator	lferenc@williamsvillek12.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	Anthony Scanzuso	Assistant Superintendent of Exceptional Education and Student Services	ascanzuso@williamsvillek12.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	Marie Balen	Assistant Superintendent of Instruction	mbalen@williamsvillek12.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	Mark Koedel	Lead Technician	mkoedel@williamsvillek12.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

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