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?**

   Kathleen P Agnello

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

   Other

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

   Coordinator of curriculum assessment and technology

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

   Wellsville Central School District- Our mission is to prepare our students to be successful, contributing members of their communities through excellence in education.

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

   The major focus of the plan is to integrate and implement STEM (including instructional technology) into the instructional program to improve learning achievement and prepare students for college and career readiness. The district is committed to offering a broad range of technologies and access that will provide engaging, student-centered lessons and activities. In doing so, students, teachers, administration, staff and the community can reach new levels of intellectual achievement through the seamless integration of educational technology. The district is committed to technologies that develop student creativity, critical thinking, communication, and collaboration supported by the practice of digital citizenship in a safe, legal and ethical environment.

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.**

   In September of 2021, the Coordinator of Curriculum, Instruction and Technology, the IT Department Manager and the Secondary School STEM Integration Coach met to look at the new requirements for the plan. This team then met with the Superintendent, and both the Wellsville Elementary and Secondary School principals to discuss possible goals. These goals were then brought to the Technology Committee to review and revise the current plan. The committee consists of the Superintendent, Director of Finance & Operations, Coordinator of Curriculum, Instruction and Technology, IT Manager, teachers from all schools in the district, parents, students and community members. Based on this meeting, the plan was updated as necessary. In October, the committee met again to review the updated plan.

   1. Kathleen Agnello
   2. Andrew Swarthout
   3. Zach Smith
   4. Ross Munson
   5. Grace Endza
   6. Caitlin Bowen
   7. Emily Peavey
   8. Eric Morehouse
   9. Tony Fountain
   10. David Foster
   11. Mary Ellen O'Connell
   12. Elizabeth Sinski
   13. David Volk

   As a result of these meetings, the district has committed to invest in the technology needed to support all students in the areas of STEAM and technology integration.

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

•Continue to focus on how to increase Tech and STEAM throughout the entire district, not just focusing on the secondary school
•Strengths - a variety of exposure to technology; weakness - foundational technology skills are missing ex. Keyboarding, navigating a windows file system
•Goal 2 - We have increased our STEM courses by 10% in the secondary school, but it's important here to note we changed the goal for this new plan to increase STEAM course offerings district-wide - including STEM experiences in all classes using the Makerspaces in the elementary as we as STEM courses (tech and science) as well as experiences through collaborative STEAM projects/lessons between two different classes or even with an "expert" in a field
•Goal 3 - We offered training to all teachers in STEM during the life of the last tech plan through building-wide PD during staff development days as well as targeted embedded when teachers worked with me to develop, plan, and execute a STEM project
•The planning process was not different than last time
•There were specific goals in the previous plan that was not measurable. We changed the goals to more quantifiable goals and expanded the focus to K-12. Previously we focused more on just the secondary
•Continued PD and training focusing on our newly finished STEAM space

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

•All teachers were trained and utilized zoom and a course management platform (Google classroom, Microsoft class notebook, seesaw, etc.)
•Due to Covid-19, we had to transition our learning opportunities to three basic models of learning- a hybrid, fully remote, and fully in person
•Most students have connectivity at home. The parent,students and community members that do not have the internet at home had the choice of working on their devices in our parking lots with the increased range of internet in our school lots or requesting paper copies from the building admin.
•We did not need to purchase student iPads as we were already 1:1 with iPads for all students.
•Because of the pandemic, we needed to increase our esxpenditures on laptops for all teachers.
•Due to covid, professional development for teachers centered around the area of technology use, integration, and instructional design through large and small group meetings, learning resources website developed just for our teachers, and many 1:1 meetings between our STEM integrator and teachers to teach them what they needed to be successful with hybrid or remote learning
•Due to covid, instructional changes included focusing on the whole child, restorative practices, and focusing on the most important elements in the curriculum. We lowered the amount of independent homework and focused on assessing the learning instead of grading compliance.
•Due to the pandemic, and more remore students, we added wi-fi to outdoor classrooms in order to make student social distanced space
•The laptop purchase helped all teachers to better support our remote learning model for teachers and students
•We purchased full Zoom licenses so teachers could conduct full-length classes without interruption
•Due to the pandemic, we sent home PK-12 iPads, normally we only send 3-12. We purchased additional charge cords and are now better suited for full remote learning if it should happen again.

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

Yes

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

•Continuing professional development opportunities offered by the district, BOCES, and vendors
•We already purchased new laptops for teachers - we need to continue to ensure that all teachers have the most up to date technologies - mention smart boards and TVs in classrooms have been upgraded and will continue in the secondary school
•Continuing to utilize the instructional coaches for targeted embedded professional development
•We will continue to ensure that classrooms and schools will have the most up to date technologies and accessibility
•Every year we complete a technology needs assessment to find out where teachers require professional development before offering summer PD and we offer professional development based on the responses

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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:

    Moderately

4. Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.

    The district has met this goal:

    Moderately

5. Accountability – District-level information is posted on the District website, is easy to access, and is easily understood. Information provided includes the results achieved by the District in their efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life.

    The district has met this goal:

    Moderately

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1. **Enter Goal 1 below:**

   By 2025, Increase in the number of students choosing STEM colleges and/or career pathways.

   Our previous goal was not met due to the pandemic, therefore this will be a continuation of our previously stated goal.

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
☐ Middle School	prevention or credit recovery programs
☑ High School	☐ Students who do not have adequate access to
☐ Students with Disabilities	computing devices and/or high-speed internet at
☐ English Language Learners	their places of residence
☐ Students who are migratory or seasonal	☐ Students who do not have internet access at
farmworkers, or children of such workers	their place of residence
☐ Students experiencing homelessness and/or	☐ Students in foster care
housing 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

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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 major focus of the plan is to integrate and implement STEM (including instructional technology) into the instructional program to improve learning achievement and prepare students for college and career readiness. The district is committed to offering a broad range of technologies and access that will provide engaging, student-centered lessons and activities. In doing so, students, teachers, administration, staff and the community can reach new levels of intellectual achievement through the seamless integration of educational technology. The district is committed to technologies that develop student creativity, critical thinking, communication, and collaboration supported by the practice of digital citizenship in a safe, legal and ethical environment.

We will look at data points, such as: eSchool enrollment, class enrollment. We will have multiple points of data throughout the school year indicating the performance level of students, as well as participation in these programs. The administration team will sit down with the guidance department and STEM faculty to analyze the data and make adaptations, as needed. For this goal to be met, we would like to see a 10% increase in students choosing a STEM, college or career pathway. Also, seniors will take a survey of what career paths they are choosing after graduation in either career or college after graduation.

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	Curriculum	Continue to Introduce/provide students to technology related to STEM through real-world, hands-on experiences.	Curriculum and Instruction Leader	Classroom Teachers/Tech Integrator	06/30/2025	75,000
Action Step 2	Community Partnerships	Partner with community sources to expose students to a wide variety of STEM careers and real world opportunities.	Building Principal	STEM Instructional Coach	06/30/2025	27,000
Action Step 3	Professional Development	Professional development will be provided to guidance counselors, teachers and principals regarding graduation requirements, individual pathways, and other related STEM learning opportunities.	Curriculum and Instruction Leader	Administration/STEM instructional Coach	06/30/2025	30,000
Action Step 4	Evaluation	data meetings	Other (please identify	Guidance Staff	06/30/2025	N/A

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
			in Column 5)			

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)
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:**

   By 2025, Wellsville School District will increase the number of STEM experiences and course offerings in the Elementary School.

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

   Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences

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

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

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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.**

1. The Technology Plan Committee will meet up to 3 times a year to evaluate the elementary school's plan and make changes as necessary.

2. The plan will include the following steps: 1)creation of a new elementary STEM instructor position, 2). Defined STEM class periods throughout the elementary schedule, based on schedule and availability, 3). Opportunities for cross-curricular projects in the regular and special education classrooms

3. The Coordinator of Curriculum, Instruction, and Technology will be responsible for the collection of data to determine the effectiveness of the plan with assistance from school administrators. A report to the community will be made through a Board of Education presentation.

4. A review of goals and actions will be reviewed and assessed based on achievement and indicators of success. Recommendations for improvement will then be made as well as next steps.

5. Data will include but is not limited to: Enrollment/Registration data; enrollment in volunteer after-school clubs (i.e. Lego League), a survey of potential cross-curricular activities within the classrooms

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	Continue to develop curriculum surrounding STEM experiences and course offerings	Curriculum and Instruction Leader	STEM integrator	06/30/2025	5,000
Action Step 2	Collaboration	Partner with local and STEM leaders in the field on speaking engagements and presentations	Other (please identify in Column 5)	STEM integrator	06/30/2025	9,000
Action Step 3	Purchasing	Purchase supplies and materials as well as technology to support the courses	Other (please identify in Column 5)	STEM Integrator	06/30/2025	400,000
Action Step 4	Staffing	Hire a full-time elementary school STEM instructor	Superintendent	Elementary Principal	06/30/2025	135,000

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.

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Evaluation	Analyze and interpret student and survey data	Curriculum and Instruction Leader	STEM integrator	06/30/2025	145,000
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:**

   By 2025, Wellsville Middle School will increase the number of STEM experiences and opportunities.

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.**

Wellsville CSD has a STEAM Integration coach who will work with teachers to embed STEM lessons and projects into their existing curriculum. This coach will meet with teachers in the district, 6-8th grade. This person along with other trainers will be responsible for training staff on new STEM equipment purchased by the district. This training will be given to all teachers and staff 6-8th grade, as the need arises. Wellsville CSD will continue partnering with outside community agencies to offer information on STEM career opportunities. Data points for tracking this goal will include:

1. The Technology Plan Committee will meet up to 3 times a year to evaluate the middle school's plan and make changes as necessary.

2. The plan will include the following steps: 1)Explore the opportunity for defined STEM class periods throughout the middle school schedule, based on schedule and availability, 2). Opportunities for cross-curricular projects in the regular and special education classrooms, 3.). After school activities/opportunities for students such as Vex Robotics, Lego League and esports

3. The Coordinator of Curriculum, Instruction, and Technology will be responsible for the collection of data to determine the effectiveness of the plan with assistance from school administrators. A report to the community will be made through a Board of Education presentation.

4. A review of goals and actions will be reviewed and assessed based on achievement and indicators of success. Recommendations for improvement will then be made as well as next steps.

5. Data will include but is not limited to: Enrollment/Registration Data; enrollment in volunteer after-school clubs (i.e. Lego League), a survey of potential cross-curricular activities within the classrooms.

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	Professional Development	All teachers will be provided with the necessary technologies to implement STEM activities	Instructional/PD Coach	Classroom Teacher	06/30/2025	10,000
Action Step 2	Curriculum	Provide teachers time and guidance to weave their learning into their curriculum and instruction	Curriculum and Instruction Leader	Curriculum Coordinator	06/30/2025	0
Action Step 3	Evaluation	Analyze and interpret student and survey data	Curriculum and Instruction Leader	STEM Integrator	06/30/2025	N/A
Action Step 4		Partner with local		guidance	06/30/2	N/A

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Community Partnerships	STEM experts/experiences in the community	Instructional Technology Coach		025	

7. **This question is optional.**

   If more action steps are needed, continue to list the action steps that correspond to Goal #3 from your answer to Question 1, above.

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

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

   No

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2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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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 district's instructional technology will help provide real-world, hands-on learning opportunities that will ensure access to learning for all students in the area of STEM. Utilizing instructional technology daily will help develop our students' 21st-century soft skills. These individualized learning opportunities will promote higher levels of engagement by students and expose students to different career opportunities and college readiness., making them more marketable and ready to leave high school to continue their education, or to enter the workforce.

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 following have addressed both long and short term solutions for equitable learning, everywhere, all the time.

- 1:1 iPads taken home (if there is limited connectivity at home, all educational material is downloaded at school prior to departure

- The ZOOM conferencing/teaching platform was utilized in the entire district, and every teacher was given an account to connect with students

- Online Course management systems: Google Classroom, Teams, SeeSaw, Apple Classroom were implemented for student access to content and will continue use well into the future

- Implementation of Google for Education, Office 365, and Classlink to ensure students have multiple entry points to learning management systems, and are exposed to all of them . Classlink was implemented as our Single Sign On for ease of use for students and faculty.

- The district also increased WIFI access on the property by adding new WIFI access points to extend our wireless range,

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.**

Wellsville CSD is using inclusion and BOCES sponsored classrooms for Special Education to enhance the prospects of academic, future career choice and employment successes. Our Special education students are fully included into classrooms, giving them full access to STEM activities/spaces while utilizing adaptive technologies as needed. The 1:1 iPads all have text-to-speech and speech-to-text functions for students whose IEPs require such technology. The Technology Department works directly with PPS on a case-by-case basis for additional needs. Additional hardware, software and other alternatives are purchased to meet their needs. These include but are not limited to enlarged keyboards for vision-impaired students, transformer HD with allows vision-impaired students to zoom in on teachers and personal sound systems for hearing impaired students. These assistive technology devices enable students to learn independently of a 1-1 aide.

V. NYSED Initiatives Alignment

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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)

    4a. **If 'Other' was selected in Question 4 above, please explain here.**

    STEM lessons provide studens with more relevant, real-world applications. Students also have opportunities to redo work and resubmit.

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)

V. NYSED Initiatives Alignment

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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.**

N/A

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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)

V. NYSED Initiatives Alignment

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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.

☑ 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

☐ 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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☐ 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 additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.

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

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

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

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

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

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

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

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

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

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1. **Staff Plan**

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	1.00
Technical Support	3.20
Totals:	**5.20**

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	N/A	105,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
2						

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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
	Staffing	Additional Technology and STEAM Educator	65,000	Annual	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
3	Other (please identify in next column, to the right)	Security Cameras, STEM equipment	413,444	One-time	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☑ Smart Schools Bond Act ☐ Other (please identify in next column, to the right)	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					☐ N/A	
4	Peripheral Devices	N/A	80,000	Annual	☑ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
Totals:			**663,444**			

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.**

    The district has a public website.

    https://www.wellsvilleschools.org/domain/26

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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

☐ Active Learning Spaces/Makerspaces

☐ Blended and/or Flipped Classrooms

☐ Culturally Responsive Instruction with Technology

☐ Data Privacy and Security

☐ Digital Equity Initiatives

☐ Digital Fluency Standards

☐ Engaging School Community through Technology

☐ English Language Learner

☐ Instruction and Learning with Technology

☐ Infrastructure

☐ OER and Digital Content

☐ Online Learning

☐ Personalized Learning

☐ Policy, Planning, and Leadership

☐ Professional Development / Professional Learning

☐ Special Education Instruction and Learning with Technology

☐ Technology Support

☐ Other Topic A

☐ Other Topic B

☐ Other Topic C

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

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

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with

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

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized Learning ☐ Policy, Planning, and Leadership ☐ Professional Development / Professional Learning ☐ Special Education

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	Name of Contact Person	Title	Email Address	Innovative Programs
				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 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

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