

**2022-2025 Instructional Technology Plan - 2021**

I. District LEA Information

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Page Last Modified: 10/18/2021

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

Jonathan Dalbo

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

Chief Information Officer

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

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Page Last Modified: 06/13/2022

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

The Mission of the West Seneca Central School District is to provide a diversified educational program which will produce literate, caring, ethical responsible, and productive citizens who are capable of adapting to change.

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

The utilization of instructional technology in the West Seneca Central School District exists to support the overall mission of the district. Effective technology integration, maintenance, and ongoing support will equip students with the skills they need to become productive citizens who are capable of adapting to change.

**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.**

As part of the planning process to answer the Instructional Technology Plan questions the following steps were taken:

Fall 2021

- Review of the previous technology plan and built upon previous work.
- Review of current district initiatives to ensure that applicable alignment exists within the ITP.
- Work session with the district's Technology Integrators at all levels of instruction (input and feedback). The district's Technology Integration Team meets at least twice a month to work together on technology-related goals.
- Planning meetings between Chief Microcomputer Support Specialist/DPO and Chief Information Officer and Director of Instructional Technology.

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

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Page Last Modified: 06/13/2022

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

The goals from the previous ITP have been met in the following ways:

- Covid-19 accelerated our 1:1 initiative. This initiative met the action steps related to Goal #1 from our previous ITP. The district has invested heavily in cloud-based infrastructure through the deployment of chromebooks to all students and instructional staff.
- Implemented remote access for office and administrative staff to further support initiatives beyond the classroom walls.
- Introduced two-factor authentication for all staff with access to sensitive information. This initiative met the action steps related to Goal #3 from our previous ITP.
- Introduced security and information event monitoring (SIEM). This purchase supported Goal #3 from the previous ITP.
- Introduced next generation anti-virus (NGAV). Again, this action supported Goal #3 from the previous ITP.
- Partnered with BOCES to establish more bandwidth (5 Gbps) through the installation of an upgraded firewall. This allowed us to successfully provide students and staff the required performance to meet remote learning requirements. This action supported meeting actions related to both Goal #1 and #3.
- Through the addition of the Technology Integrator Team, teachers have access to professional development opportunities that are aligned to their needs. Integrators offer the following models of support for teachers: Co-teaching, Co-planning, and creating repositories of resources (on demand). The creation and support of the integrator program has helped contribute towards meeting the objectives of Goal #2 from the previous ITP.
- In partnership with the West Seneca Teachers' Center, technology-based courses were offered to teachers based on needs. These offerings provided another opportunity to meet the action steps for Goal #2.
- Data security training was provided to teachers as part of our Superintendent's Conference Days to ensure compliance with Ed-Law 2d. This initiative helped the district meet Goal #2 as well as Goal #3 of our previous ITP.
- Teachers in the district were provided opportunities to analyze student performance and school climate data to help inform decisions. Technology played an important role in assisting with the analysis through the collection of feedback as well as by providing data reports to help support decision-making. This practice throughout the year supported meeting Goal #4 on the previous ITP.

The planning process for the current ITP was different from previous years because the district has invested in more formalized roles that represent a cross-section of key stakeholder groups. For example, the following roles did not exist, or were in development, in the period of time leading up to the previous iteration of the ITP:

- DPO (Data Privacy Officer): This role is a component of our current Chief Microcomputer Support Specialist.
- CIO (Chief Information Officer), Director of Instructional Technology.
- Two Elementary Technology Integrators (TOSA)
- Middle School Technology Integrator (TOSA)
- High School Technology Integrator (TOSA)
- Curriculum Cabinet Facilitators of Instructional Technology and Software (two appointments encumbered by our administrative team).

Through a review of our last ITP, areas of strength and improvement are reflected within the specific goals and actions outlined in this plan. Generally speaking, the same overall goals remain intact because they are still relevant to the needs of the district and support district initiatives.

Unmet goals remain and are reflected in the action steps.

**The dates below outline the current meeting dates for our District Technology Committee (DTC), Software Committee (SC), and Integrator Meetings for the 2022 - 2023 school year:**

**District Technology Committee:**

Thursday, October 13, 2022

Thursday, January 5, 2023

Thursday, March 9, 2023

Thursday, May 18, 2023

**Software Committee:**

Wednesday, November 16, 2022

Wednesday, January 11, 2023

Wednesday, March 22, 2023

Wednesday, May 24, 2023

**Technology Integrator Meetings**

Thursday, September 22, 2022

Wednesday, October 19, 2022

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

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Page Last Modified: 06/13/2022

Thursday, November 17, 2022  
 Thursday, December 22, 2022  
 Thursday, January 19, 2023  
 Thursday, February 16, 2023  
 Thursday, March 23, 2023  
 Thursday, April 27, 2023  
 Thursday, May 25, 2023  
 Thursday, June 8, 2023

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

The district's ITP reflects the experiences during the COVID pandemic through:

- Support of a 1:1 infrastructure for all students and staff.
- Efforts to overcome barriers to digital access.
- the addition of support staff at the buildings.
- the addition of technology integrators to now include all instructional levels.
- additional tech-related professional development opportunities facilitated through the West Seneca Teachers' Center.

**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.**

Our current professional development plan includes support for building capacity of educators and administrators in the attainment of the instructional vision through:

- Offering teacher-facilitated professional development study teams and professional study plans.
- West Seneca Teacher Center workshops that feature technology integration.
- Technology training on site as needed throughout the school year.
- Ongoing support offered through our Technology Integrators.

In order to determine the current capacity of educators the district will:

- Conduct periodic needs assessments (e.g. Google Form Surveys)
- Review course evaluation forms from Teacher Center Courses
- Embed feedback opportunities through committee meetings (e.g. District Technology Committee; Software Committee; Technology Integrator Meetings, etc.).

In order to provide targeted, and needs-based assistance to staff, the district will:

- Review information from feedback forms and meeting notes, and plan programming accordingly.
- Ensure that technology related staff work in tandem with the Facilitator of Professional Development to ensure that offerings are differentiated and aligned to staff needs.
- Review usage of software to identify potential areas of need as well as to recruit future turn-key trainers from the staff.

The overall effectiveness of professional development related to technology will be evaluated through:

- Reviewing the survey information from staff.
- Examining application usage and student work with Software Committee oversight.
- Collaborative meetings that feature ongoing opportunities for feedback from stakeholders.

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

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Page Last Modified: 11/04/2021

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:**

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

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

Significantly

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 07/26/2022

1. Enter Goal 1 below:

Technology Performance and Reliability:

**SPECIFIC: The district will strive to maintain and/or exceed industry standard reliability and security using the guiding principles of NIST for the duration of the ITP.**

MEASURABLE and ACHIEVABLE: The following actions will be used to monitor the success of this goal:

- Scheduled monitoring
- Scheduled auditing of the following: *Active Directory, Google Workspace, Firewall Logs, SIEM Logs, NGAV Logs*
- Monthly meetings with security firm to review applicable data

RELEVANT: The aforementioned action steps are relevant to maintaining industry-standard reliability based on the current demands of personnel and network resources.

TIME-BOUND: Through scheduled monitoring and oversight, technology performance, reliability, and security will remain top priorities over the duration of the ITP. Annually, the IT Department will review its practices to determine any necessary changes.

The West Seneca Central School District (WSCSD) will continue to implement security technologies while maintaining alignment with NIST standards. To minimize the risk of credential exposure and phishing concerns, the WSCSD has implemented Two Factor Authentication (TFA) for all staff with access to sensitive information. To further minimize threat exposure risk, the district has engaged a third party security firm to monitor all ingress / egress traffic 24 hours x 7 days a week. We will continue to research current and emerging technologies to further secure the district against bad actors. The WSCSD has also invested SmartSchools funding to create a more robust network backbone, which will include: OM4 fiber optic wiring between data closets, Cat 6a wiring for all Wireless access points (AP), Cat 6 wiring to teacher/staff/student desktops, doubling AP count to provide more pervasive coverage and throughput. All network equipment is upgraded based on usable life statistics, applying regular updates as required. The district is working to provide internet access for remote learners with a verifiable need within district guidelines.

The district will use erate funding to provide additional access points and UPS devices, to supplement smartschool expenditures

Additionally, the district will continue to focus on increased mobility, capitalizing on the wireless capacity in all buildings. Active maintenance and updates to district technology will support a positive, safe, and secure learning environment preparing all students for future success while capitalizing on sharpening 21st-century skills.

During the 22-23 school year, the district will further enhance network security and wireless mobility through the addition of a network access control (NAC) appliance. This appliance will be installed and deployed during the summer of 2022 through the fall of 2022.

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.

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 07/26/2022

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.

- District network logins are all monitored 24x7 using advanced data analytics provided through Logrhythm SIEM
- District network ingress and egress traffic are monitored realtime through Logrhythm and BOCES firewall logs
- Two factor authentication is monitored in realtime with a code required before access is granted
- Cisco Wifi controller and Prime Monitoring and Nagios network performance monitoring allows identification of network bottlenecks or excessive traffic to ensure staff and students can utilize all available bandwidth.
- Our Smartschools investment in network backbone and wireless connectivity will further enhance an already robust network
- We plan to leverage the dashboard and tools provided by our wireless vendor to monitor throughput and access for hotspots provided to our students with verifiable need
- All network data and throughput monitoring is handled by members of the WSCSD IT Staff and/or members of Erie 1 BOCES.
- Network throughput metrics by the aforementioned tools will provide insight and highlight areas of need/concern.
- Erate expenditure to support smartschools investments by providing Uninterruptable power supplies and additional wireless access points to support pervasive wireless initiative.

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	Planning	The DTC will meet throughout the year as needed and practicable to monitor the goals of the ITP.	Curriculum and Instruction Leader	Dir. of Instructional Technology	06/30/2025	0
Action Step 2	Collaboration	In partnership with the Curriculum Cabinet Facilitators of Instructional Technology and Software, feedback will be provided to help guide instructional technology purchases that align to district goals and needs (e.g. software).	Other (please identify in Column 5)	Facilitators of Instructional Technology and Software	06/30/2025	0
Action Step 3	Research	Emerging technologies will be piloted and explored to improve reliability, efficiency, and safety.	Other (please identify in Column 5)	Chief Technical Specialists; Technology Integrators; CIO, Director of Instructional Technology, Facilitators of	06/30/2025	0

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 07/26/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
				Instructional Technology and Software, and department technicians.		
Action Step 4	Budgeting	Network Monitoring and upgrades - includes - SIEM monitoring/ BOCES Network costs/ Smartschools investments / local expenditures for licensing and hardware upgrades - Erate - district portion	Director of Technology	Chief Technical Specialist	06/30/2025	\$4,343,011.94

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	Implementation	Product acquisition is mainly project based, both through BOCES and local funding. Most projects are completed during the summer months to minimize impact on staff and students.	Other (please identify in Column 5)	technicians	06/30/2025	0
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)



**2022-2025 Instructional Technology Plan - 2021**

IV. Action Plan - Goal 1

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Page Last Modified: 07/26/2022

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 06/29/2022

1. Enter Goal 2 below:

Professional Development:

**SPECIFIC: The district will remain committed to supporting new technologies with ongoing professional development support for teachers and staff as part of the District’s Professional Development Plan (PDP).**

MEASURABLE and ACHIEVABLE: The following actions will be used to monitor the success of this goal:

- Upon the completion of training opportunities, analytics will be examined to monitor usage.
- Staff and student needs will be a regular point of discussion at committee meetings (E.g. District Technology Committee, Software Committee, Integrator Meetings).
- Exit surveys from professional development opportunities.

RELEVANT: Professional development support is essential to any new (or newly updated) item of district-supported technology. As new applications are introduced, staff support will be an important priority of the deployment process. As current applications are updated or enhanced, the Integrator team will work closely with administration to determine if new training is necessary or needs updating.

TIME-BOUND: Through regular communication with the Facilitator of Professional Development, technology stakeholders will continuously reflect upon and evaluate current methods of staff development to monitor effectiveness.

ADDITIONAL NOTES: The following demonstrate actions that supported this goal from of our previous plan:

- Provided additional strategic training support through the technology integrators.
- Offered numerous staff development workshops through the West Seneca Teachers’ Center.
- Job embedded staff development opportunities through technology integration.

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.

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 06/29/2022

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

Through utilization of components of the District's Professional Development Plan (PDP), teacher and administrative groups will plan targeted professional development geared towards district needs. Examples of mechanisms to provide opportunities for technology-based professional development include:

- Professional Study Plans (PSPs),
- Professional Study Teams (PSTs),
- Superintendent's Conference Days,
- Conferences, Common Set of Learning
- Objective (CSLO) Days through BOCES
- collaboration, Technology Integrators (TOSAs) and through West Seneca
- Teacher Center courses.

The PDP is reviewed annually by the Professional Development Team (PDT). The PDT includes technology related representation as part of its stakeholder makeup. The Curriculum Cabinet Facilitator of Professional Development oversees the annual review process. Additionally, the Teacher Center Policy Board oversees the effectiveness of the goals outlined by the West Seneca Seneca Teachers' Center as part of the state-wide grant program. The district's Chief Information Officer serves on both groups to help foster continuity between all three elements: 1. The ITP; 2. The West Seneca Teachers' Center Program; and 3. The Professional Development Team. This helps to ensure that the ITP is aligned to district goals. The West Seneca Teachers' Center Director also provides integral support for technology-based professional development aligned with district expectations and needs as part of the ongoing planning process.

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	Planning	Through an analysis of needs, the Professional Development Team (PDT) will incorporate appropriate technology goals within the district's Professional Development Plan (PDP).	Other (please identify in Column 5)	Facilitator of Professional Development and the Professional Development Team	06/30/2025	0
Action Step 2	Professional Development	Through utilization of components of the PDP, teacher and administrative groups will plan targeted professional development geared towards district needs.	Other (please identify in Column 5)	Facilitator of Professional Development	06/30/2025	\$30000

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 06/29/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		Examples of mechanisms to provide opportunities for technologybased professional development include: Professional Study Plans (PSPs), Professional Study Teams (PSTs), Superintendent's Conference Days, Conferences, Common Set of Learning Objective (CSLO) Days through BOCES collaboration, and through West Seneca Teacher Center courses. Anticipated annual expenditure - \$10000				
Action Step 3	Professional Development	Through ongoing support, technology integrators will meet regularly with teachers to support best practices with using technology as an effective teaching tool.	Other (please identify in Column 5)	Technology Integrators	06/30/2025	0
Action Step 4	Collaboration	Teachers and administrators have a voice in the selection of software that will support their instructional needs. A software request process will be implemented and monitored. A major goal of this process is to ensure that software purchased is supported and aligned to district-goals and expectations.	Other (please identify in Column 5)	Facilitators of Instructional Technology and Software	06/30/2025	1,734,113

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 06/29/2022

7. This question is optional.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Evaluation	Annually, professional development goals are reviewed by several stakeholder groups. Professional Development initiatives that are technology-based are embedded as part of those cyclical reviews.	Other (please identify in Column 5)	DTC; PDT; Curriculum Cabinet	06/30/2025	0
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 07/26/2022

1. Enter Goal 3 below:

Safe Cloud Based Computing

**SPECIFIC: The district will support a safe-cloud based environment that ensures equitable access for all learners and staff.**

**MEASURABLE and ACHIEVABLE:** The following actions will be used to monitor the success of this goal:

- All internet access in school and at home is filtered to CIPA standards and monitored.
- Ingress and Egress traffic is monitored 24/7 by a third party security agency with regular scheduled meetings for oversight purposes.
- Internet safety best practices will be modeled through the infusion of digital citizenship activities and lessons.
- A process is in place to help families in need stay connected through internet access provisioning, through the use of wireless hotspots.

**RELEVANT:** Internet safety and the protection of sensitive information are important components of our district s technology plan. To this end, we have implemented safety protocols to address these needs.

**TIME-BOUND:** We will continue to meet regularly with our security agency and applicable parties and address situations in a timely manner. Through monthly meetings with the technology integrators, we will monitor the effectiveness of our curricula related to digital citizenship.

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.

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 07/26/2022

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.**

Many of the same infrastructure enhancements outlined in Goal Three will apply to safe cloud computing:

- District network logins are all monitored 24x7 using advanced data analytics provided through Logrhythm SIEM
- District network ingress and egress traffic are monitored realtime through Logrhythm and BOCES firewall logs
- Two factor authentication is monitored in realtime with a code required before access is granted
- Cisco Wifi controller and Prime Monitoring and Nagios network performance monitoring allows identification of network bottlenecks or excessive traffic to ensure staff and students can utilize all available bandwidth.
- Our Smartschools investment in network backbone and wireless connectivity will further enhance an already robust network
- We plan to leverage the dashboard and tools provided by our wireless vendor to monitor throughput and access for hotspots provided to our students with verifiable need
- All network data and throughput monitoring is handled by members of the WSCSD IT Staff and/or members of Erie 1 BOCES.
- Network throughput metrics by the aforementioned tools will provide insight and highlight areas of need/concern.
- Erate expenditure to support smartschools investments by providing Uninterruptable power supplies and additional wireless access points to support pervasive wireless initiative.

Administrative efforts:

- As part of Ed Law 2D the district will continue to support online etiquette instruction for students, in conjunction with network security training for all staff
- The district will continue to support Ed Law 2D compliance in it's software selection vetting each vendor for compliance before allowing use.
- The District has recently created of District Wide software committee as part of it administrative arm. The goal of this committee is to ensure usable reportable data in all of it's software selections, and streamlining selections to focus on global tools. This initiative will allow the district to focus it support strengths on tools that have been vetted toward an explicit purpose/function/grade level/subject area, ensuring each selected tool is used to it's full advantage.

Student / Teacher devices

- in support of safe cloud computing initiative we have provided each teacher and student with district owned chromebook (1:1)

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	Planning	The DTC will meet throughout the year as needed and practicable to monitor the goals of the ITP.	Director of Technology	Chief Microcomputer Technical Support Officer	06/30/2025	0
Action Step 2	Infrastructure	To support our cloud based computing initiative, District wireless infrastructure requires upgrade. To this end, we will be implementing in two phases with two separate funding	Director of Technology	Chief Microcomputer Technical Support Officer	06/30/2025	0

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 07/26/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		sources. Since the last iteration of the ITP, the district is in the midst of this action step. 2021/22 school year: we are in process of SSIP project to replace backbone and endpoint wiring. This includes wiring to support additional wireless access points. 2022/23 we have plans to add network access control to further enhance security. We are also providing Wireless Hot Spots as required				
Action Step 3	Cybersecurity	Third party security agency/NGAV/SIEM/FA	Director of Technology	Chief Microcomputer Technical Support Officer	06/30/2025	0
Action Step 4	Implementation	PHASE 1 has been completed and PHASE 2 is currently underway of our Smart Schools project. Implemented and will continue to support third party security monitoring, Two factor authentication, SIEM, and NGAV, Mobile Hot Spots as needed	Director of Technology	Chief Microcomputer Technical Support Officer	06/30/2025	3941851.94

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



2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 07/26/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Response)		Response)		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?**

Yes

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

Page Last Modified: 07/26/2022

1. Enter Goal 4 below:

Data Analysis and Implementation:

**SPECIFIC: The district will use technology to aid educators in ongoing data analysis, guiding instructional decisions. Technology will support high-quality instruction aligned to state and local standards.**

MEASURABLE and ACHIEVABLE: The following actions will be used to monitor the success of this goal:

- The software committee will review app usage to help inform instructional decisions.
- Applications that support student benchmarks and progress monitoring will continue to be used to support data analysis throughout the year.
- Data will be collected and accessible for instructional staff to support data analysis throughout the school year based on the district's assessment schedule.

RELEVANT: Informed instruction aligned to standards is an important component of the school organization. The district will support this need through ensuring that apps supporting student learning and assessment are utilized in an efficient and effective manner.

TIME-BOUND: Throughout the year, opportunities will be embedded within the instructional calendar to analyze data from applications that support collecting student performance in a variety of ways.

ADDITIONAL NOTES: The following demonstrate actions that supported this goal from of our previous plan:

- Implemented scheduled software committee meetings.
- We reviewed staff and student usage of district-supported software.
- Based upon feedback from stakeholders, we modified the software request process to better align to staff and student needs.

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.

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

Page Last Modified: 07/26/2022

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 district remains committed to using multiple data metrics to continually monitor its progress towards district-wide goals and initiatives. Reliable technology remains essential for gathering and reporting out meaningful information to help inform organizational decisions. This area continues to grow in the district as a high value has been placed on procuring software programs that equip stakeholders with the information they need to help students find sustained success throughout their experience in West Seneca.

Below are several featured examples of types of evidence that will be collected through the district's varied software platforms to help inform decisions:

- Summative assessment data (state and local)
- Formative local assessment data
- Geovisual analytics
- Climate survey data
- Staff survey data
- Software usage by product

Currently, the district builds in opportunities for staff to come together to analyze the data gleaned from various software platforms for the purpose of analysis and planning interventions. Examples include, but are not limited to: Superintendent's Conference Days, Study Teams, District Data Days, committee meetings, job-embedded opportunities through technology integration, and training opportunities throughout the day.

6. **List the action steps that correspond to Goal #4 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	Planning	Equipped with both qualitative and quantitative data, teachers and administrators will analyze the information to help inform needs. As part of the analysis, technology resources that will assist in addressing gaps will be identified. Data will be used from local systems as well as through reports available from the local Data Warehouse	Curriculum and Instruction Leader	Varies based on department	06/30/2025	0
Action Step 2	Research	Using available district resources, classroom learning technology will be explored that	Other (please identify in Column 5)	Facilitators of Instructional Technology and Software; Chief	06/30/2025	0

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

Page Last Modified: 07/26/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		will address student needs.		information Officer; Chief Microcomputer Specialist; Technology Integrators		
Action Step 3	Implementation	Software to help enhance instructional goals and to close gaps identified through data-informed analysis will be implemented throughout the year based on needs	Other (please identify in Column 5)	Facilitators of Instructional Technology and Software	06/30/2025	\$1,734,112.54
Action Step 4	Evaluation	The Software Committee, led by the Facilitators of Instructional Technology and Software will closely monitor and evaluate the effectiveness of software tools purchased by the district.	Other (please identify in Column 5)	Facilitators of Instructional Technology and Software	06/30/2025	0

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #4 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)

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

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Page Last Modified: 07/26/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
					nse)	

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

No

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

**2022-2025 Instructional Technology Plan - 2021**

## V. NYSED Initiatives Alignment

Page Last Modified: 06/29/2022

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

Effective use of instructional technology is an important vehicle that supports the overall instructional program. Specific instructional technology tools and practices have been embedded throughout the district to support instructional goals as facilitated through the leadership of the Software Committee. Technology tools continue to be used that focus on supporting pedagogy, content, assistance, as well as data analysis. These tools are designed to create and sustain learning experiences that are accessible to all learners, engaging for all learners, as well as informative to both practitioner and student alike. Effective use of instructional technology will promote higher levels of sustained success for students.

- 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.**

Short term:

Device Access = 1:1 for all students

Internet Access = Provided as needed using T-Mobile hotspots as required for families who have expressed a need through our district process. We currently have 50 Hot Spots available with an unlimited data plan. We have 330 with a limited data plan that can be upgraded and provided as required.

Long term:

Continue a sustainable (cyclic) device upgrade/replacement process to support 1:1 initiative for years to come.

Improved infrastructure upgrades at our school buildings through Smart Schools, BOCES and Local funding sources.

Internet Access - Continue to investigate new and emerging technologies to help meet student connectivity needs. We will keep Hotspots available for the foreseeable future and provide where needed. Firewall and SIEM will be kept updated as required. We do not forecast replacement with in this ITP. 1:1 Chromebook deployment for all students.

Continue to prepare and equip staff with applicable training related to district-supported cloud-based platforms and best practices as related to security/appropriate usage. This is will be done through multiple mediums, which will include, but is not limited to: Web based training, technical integration research on new and emerging technologies and the application of which, into the classroom

- 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.**

Currently, the district is committed to meeting the needs of all learners as part of the implementation process of our instructional technology initiatives. District technology leadership works closely with the Special Education Leadership to ensure that assistive devices are procured and maintained to help applicable learners based on their individualized program. Additionally, special education teachers use instructional technology through differentiation to support the needs of students. The West Seneca Central School District believes that an assistive technology device should be employed to help any child with a disability gain access to everyday tasks within the school and community to learn, grow and communicate. Assistive technology includes many specialized devices. For example: typing telephones for people who are deaf and motorized wheelchairs for people who cannot walk. Assistive technology can be low-tech (something very simple and low-cost, like a pencil grip), or high-tech (something sophisticated, like a computer) (<http://www.pbs.org/parents/education/learning-disabilities/strategies-for-learning-disabilities/assistive-technology/>) Specialized applications such as Read and Write, Kurzweil and others are used in conjunction with both portable and desktop devices to address the specific differentiated needs of each child. Furthermore, In West Seneca our CSE provides a: " a qualified evaluator to complete an assistive technology evaluation; " the device, when recommended; " Training to use the device.

**2022-2025 Instructional Technology Plan - 2021**

## V. NYSED Initiatives Alignment

Page Last Modified: 06/29/2022

**4. How does the district utilize technology to address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through a class website or learning management system).
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Assistive technology is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill.
- Learning games and other interactive software are used to supplement instruction.
- Other (please identify in Question 4a, below)

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

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom                        | <input checked="" type="checkbox"/> Using technology as a way for students with disabilities to demonstrate their knowledge and skills |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom                         | <input type="checkbox"/> Multiple ways of assessing student learning through technology  |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital world                              | <input type="checkbox"/> Electronic communication and collaboration  |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology                      | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility  |
| <input checked="" type="checkbox"/> Reading strategies through technology for students with disabilities             | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas                                    |
| <input type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input checked="" type="checkbox"/> Helping students with disabilities to connect with the world                                       |
| <input type="checkbox"/> Using technology to differentiate instruction in the special education classroom            | <input type="checkbox"/> Other (please identify in Question 5a, below)   |

**6. How does the district utilize technology to address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through class website or learning management system).
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Home language dictionaries and translation programs are provided through technology.
- Hardware that supports ELL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.
- Learning games and other interactive software are used to supplement instruction.
- Other (Please identify in Question 6a, below)

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 06/29/2022

7. **The district’s Instructional Technology Plan addresses the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments in multiple languages.**

Yes

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

Other (please explain in Question 7b, below)

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

25 spoken languages.

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.**

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



## 2022-2025 Instructional Technology Plan - 2021

## V. NYSED Initiatives Alignment

Page Last Modified: 06/29/2022

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

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website.   | <input type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district.   | <input type="checkbox"/> 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. |
| <input type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.   | <input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed.   | <input type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./  |
| <input type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment.   | <input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.  | <input type="checkbox"/> Provide online mentoring programs.  |
| <input type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity   | <input type="checkbox"/> 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.             | <input type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.   |
| <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> 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.           | <input type="checkbox"/> Offer a technology/support hotline during flexible hours.   |
| <input type="checkbox"/> 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.  | <input checked="" type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for   | <input type="checkbox"/> Make sure technology/support is offered in multiple languages.  |
| <input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.  | <input checked="" type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)/. | <input type="checkbox"/> Other (Please identify in Question 9a, below)   |
| <input checked="" type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.  | <input checked="" type="checkbox"/> 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.    |  |

**2022-2025 Instructional Technology Plan - 2021**V. NYSED Initiatives Alignment

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Page Last Modified: 06/29/2022

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

- 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](mailto:edtech@nysed.gov).

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 06/29/2022

1. Staff Plan

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

	Full-time Equivalent (FTE)
District Technology Leadership	2.00
Instructional Support	4.00
Technical Support	18.00
<b>Totals:</b>	<b>24.00</b>

2. Investment Plan

Provide a three-year investment plan to support the vision and goals. All costs must be calculated for the entire three year-period, not annualized. For example, if a cost occurs annually, the estimated cost should include the annual cost times three.

Provide a three-year investment plan to support the vision in Section II and goals in Section IV.

A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question.

All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	End User Computing Devices	Chromebooks	500,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/a
2	Instructional and Administrative Software	Varies	1,734,113	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	N/a

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 06/29/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Internet Connectivity	Firewall/Wifi/APs/	393,195	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	Network and Infrastructure	upgrades to support additional Access points/UPS/Backbone SSIP	4,211,012	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	N/A

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 06/29/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
<b>Totals:</b>			<b>6,838,320</b>			

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.wscschools.org/techplan>

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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 11/03/2021

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.

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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 11/03/2021

	Name of Contact Person	Title	Email Address	Innovative Programs
				<input type="checkbox"/> Learning Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> 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)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 11/03/2021

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



2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 11/03/2021

	Name of Contact Person	Title	Email Address	Innovative Programs
				<ul style="list-style-type: none"> <li>Learning with Technology</li> <li><input type="checkbox"/> Infrastructure</li> <li><input type="checkbox"/> OER and Digital Content</li> <li><input type="checkbox"/> Online Learning</li> <li><input type="checkbox"/> Personalized Learning</li> <li><input type="checkbox"/> Policy, Planning, and Leadership</li> <li><input type="checkbox"/> Professional Development / Professional Learning</li> <li><input type="checkbox"/> Special Education</li> <li>Instruction and Learning with Technology</li> <li><input type="checkbox"/> Technology Support</li> <li><input type="checkbox"/> Other Topic A</li> <li><input type="checkbox"/> Other Topic B</li> <li><input type="checkbox"/> Other Topic C</li> </ul>
Please complete all columns	(No Response)	(No Response)	(No Response)	<ul style="list-style-type: none"> <li><input type="checkbox"/> 1:1 Device Program</li> <li><input type="checkbox"/> Active Learning Spaces/Makers paces</li> <li><input type="checkbox"/> Blended and/or Flipped Classrooms</li> <li><input type="checkbox"/> Culturally Responsive Instruction with Technology</li> <li><input type="checkbox"/> Data Privacy and Security</li> <li><input type="checkbox"/> Digital Equity Initiatives</li> <li><input type="checkbox"/> Digital Fluency Standards</li> <li><input type="checkbox"/> Engaging School Community through Technology</li> <li><input type="checkbox"/> English Language Learner</li> <li><input type="checkbox"/> Instruction and</li> </ul>

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

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Page Last Modified: 11/03/2021

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

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](mailto:edtech@nysed.gov).