Windsor Central School District

Instructional Technology Plan 2022-2025

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Windsor Central School District's
Instructional Technology Plan 2022-2025

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I. District LEA Information

Please direct questions and inquiries regarding the Instructional Technology Plan to:

Barbara Tasber, Director of Learning and Continuous Improvement
btasber@windsor-csd.org
(607) 655-8213

II. Strategic Technology Planning

A. District Mission

DISTRICT MISSION
Ensure each learner is future-ready by providing empowering educational experiences.

B. Instructional Technology Vision

INSTRUCTIONAL TECHNOLOGY VISION
Cultivate responsible, resourceful leaders who thrive in a technologically driven world.

C. Planning Process

Beginning in November 2021, the district participated in the four session regional workshops provided by the South Central Regional Information Center, Broome-Tioga BOCES, DCMO BOCES, and ONC BOCES. These workshops reviewed each section, gave ideas for consideration, and provided time for regional districts to share ideas in relation to their plans.

The district also convened a District Technology Leaders Team to lead the revision of The District Technology Plan, consisting of administrators, Teacher Tech Leaders, Technology Integration Professional Development Specialists, and the Managed Information Technology Project Coordinator. This team planned building level Technology Think Tank meetings and facilitated gathering input from a variety of district stakeholders, including staff, students, the Windsor community, and the Board of Education. The group advised and reviewed all drafts to finalize the District Instructional Technology Plan.

District Technology Leadership Team Committee Member	Role
Jalene Allen	Information Technology Project Coordinator
Scott Beattie	Assistant Superintendent of Curriculum and Instruction
Deidra Bigelow	Instructional Technology Integration Specialist
Rick Bray	Instructional Technology Integration Specialist
Mike Ciurzynski	Teacher Technology Leader HS ELA
Jennifer Craig	Teacher Technology Leader MS ELA
Jessica Edwards	Teacher Technology Leader Elementary Consultant Teacher
Jamie Leach	Teacher Technology Leader Elementary Teacher
Nana Pietryk	Teacher Technology Leader District Librarian
Barb Tasber	Director of Learning and Continuous Improvement
Erin Thompson-Miller	Administrator for Managed Technology Services
A.F. Palmer Technology Think Tank	Role
Ginger Condie	Teaching Assistant
Kara Beattie	K 1 Classroom Teacher
Allison Reeves	2 3 Classroom Teacher
Jennifer Reese	2 3 Classroom Teacher
Brittany Stephens	K-5 Special Education Consultant Teacher

C.R. Weeks Technology Think Tank	Role
Kim Crisanti	2 3 Classroom Teacher
Tina Flannery	K 1 Classroom Teacher
Lindsey Hendricks	4 5 Classroom Teacher
Floyd L. Bell Technology Think Tank	Role
Alesia Kuratnick	4 5 Math Teacher
Meghan Leonard	4 5 ELA Teacher
Kristen Sellitto	4 5 Math Teacher
Colleen Patch	K 1 Math Teacher
Randi Silvernail	K 1 ELA Teacher
Lauren Youngs	K 1 Math Teacher
Windsor Middle School Technology Think Tank	Role
Deanna Verspoor	ELA 7 8 teacher
Daina Kocak	Science 8 teacher
Jennifer Payne	Math 6 teacher
Steve Mazikewich	Science 7 teacher
Patricia Llaguno	Spanish teacher, Interim Associate Principal
Whitney Frieje	Math 7 teacher
Christine Carle	Math 8 teacher
Jason Dewey	Technology teacher
Susan Behn	Teaching Assistant
Windsor High School Technology Think Tank	Role
Justin Maye	HS SS
Lindsay Briggs	HS ELA
Kevin Smith	HS SS
Amanda Boyuka	HS Math
Lisa Cullen	HS Math

These committees followed the timeline below to develop the updated District Instructional Technology Plan.

2022 - 2025 Instructional Technology Plan Timeline		
Date Time	**Session**	**Attendees**
Tue November 9th, 2021 9:00 AM - 11:00 AM	**Regional:** District Instructional Technology Plan Kickoff Session Come join the SCRIC as we partner with BT BOCES, DCMO BOCES, and ONC BOCES to assist districts in the development of District Instructional Technology Plans! In this introductory session, we will review technology plan requirements and resources available. Subsequent work sessions are also being offered to assist in writing, reviewing and submitting plans to the NYSED Business Portal. District participants are welcome to attend all sessions or choose which ones best meet your district needs.	District Technology Directors
December 8th 3:30-5:00	**District:** Committee review of current technology plan and 2022-2025 technology plan requirements and changes. Plan building level Think Tank Meetings and collection of stakeholder input.	District Technology Leadership Team
Tue January 11th, 2022 9:00 AM - 11:00 AM	**Regional:** District Technology Plan Work Session 1 Come join the SCRIC as we partner with BT BOCES, DCMO BOCES and ONC BOCES to assist districts in developing your 2022 - 2025 District Technology Plans! In this session we will focus on sections 1-3 of plans by reviewing requirements, sharing potential content and considerations, and drafting these sections of the plan.	District Technology Directors
February 9th 3:30-5:00	**District:** Committee will share data from Think Tank and surveys as well as review and provide feedback on draft of sections 1 - 3.	District Technology Leadership Team
Tue February 15th, 2022 9:00 AM - 11:00 AM	**Regional:** District Instructional Technology Plan Work Session 2 Come join the SCRIC as we partner with BT BOCES, DCMO BOCES and ONC BOCES to assist districts in developing your 2022 - 2025 District Technology Plans! In this session we will focus on sections 4-7 of plans by reviewing requirements, sharing potential content and considerations, and drafting these sections of the plan.	District Technology Directors

February 23rd 3:30-5:00	**District:** Committee will share data from Think Tank and surveys as well as review and provide feedback on draft of sections 4 - 7.	District Technology Leadership Team
Thu March 3rd, 2022 9:00 AM - 11:00 AM	**Regional:** <u>District Instructional Technology Plan Work Session 3</u> Come join the SCRIC as we partner with BT BOCES, DCMO BOCES, and ONC BOCES to assist districts in the development of District Instructional Technology Plans! In this final session, we will review and share your draft plans, provide feedback and assist district participants in ensuring plans are ready for submission to the NYSED Business Portal.	District Technology Directors
March 30th 3:30-5:00	**District:** Committee will review feedback provided through the regional meeting and make any final adjustments to the plan to be presented to the Board of Education. Committee will also determine how the plan will be carried out.	District Technology Leadership Team
May 1st, 2022	**Technology Plans due to NYSED Business Portal** RIC Reviewers review submission and either move plans forward to the state OR unsubmit and provide feedback to the district on revisions.	District Technology Directors

A subset of committee members continue to work on the Instructional Technology Plan goals as noted below:

	Future Meeting Plans		
Date	Event	Participants	Outcome
Bi-Weekly	Administration IT Meeting (Managed Data and Managed Information Technology)	- Assistant Superintendent for Instruction - Broome-Tioga BOCES IT Support Staff	- Review upcoming data needs and reporting requirements - Review status of technology initiatives - Review technology budget status - Identify emerging needs
Bi-Weekly	Administration IT Meeting (Managed Information Technology and Instructional Technology)	- Assistant Superintendent for Instruction - Broome-Tioga BOCES IT Support Staff	- Action Research Planning - Review upcoming instructional needs - Review status of technology initiatives - Review technology budget status - Identify emerging needs
Annually (October)	Board of Education Update	- Assistant Superintendent for Instruction - BOCES IT Support Staff - Board of Education - Community Members	Update Board of Education and community on status of technology initiatives
Three (3) Times Per Year (Fall, Winter and Spring)	Review instructional technology plan	Technology Leadership Team	- Review the existing instructional technology plan - Share what has been implemented to date - Analyze data collected to identify celebrations and emerging needs (quantitative and qualitative) - Help inform next steps to support existing and emerging needs
Three (3) Times Per Year (Fall, Winter and Spring)	Plan implementation of building technology plans	- Teacher Tech Leaders - Building Think Tank Members	- Plan building level implementation of technology plans - Help inform and carryout next steps to support existing and emerging needs

D. Building on Previous Plan

The planning process for this District Instructional Technology Plan was a process of revision, based on the District's 2018-2021 District Instructional Technology Plan. Our teams worked to reflect on the successes and challenges of the previous plan and along with survey data on goal achievement from our stakeholders, we confirmed our vision, and revised our goals, and implementation plans to best meet our current needs.

The District surveyed staff and students using Google Forms to better understand the level of success in achieving our 2018-2021 goals. In addition, data from the New York State Education Department Equity Survey was carefully considered in determining goals in relation to equity and ensuring students can learn anywhere, anytime.

The District Technology Leaders met to review the data and make recommendations for goals. Although data showed significant growth towards our goals, it was determined that many are still relevant for this plan. Goals not yet fully met were discussed, revised and included in this plan as appropriate. In addition our equity and learning environment goals were combined as reflected in Goal 4, to allow for a new goal (Goal 5) regarding partnerships to apply future-ready technology skills, which was shown as a need in our survey data.

E. COVID Impact

The impact of the COVID pandemic on this plan has increased our need for 1:1 devices from Prekindergarten through 12th grade. In addition, it has led to us ensuring we provide connectivity support, such as hotspots, and wifi on our buses to ensure equity in student access to learning.

At the start of remote learning in Spring 2020, the Windsor Central School District had 127 students out of 1,567 K-12 students without internet service. This equates to just under 10% of the student population (excluding students in the pre-K program) who were without internet service as a result of either the inability to afford service or no service provider available within the rural area that they live.

The school district provided all students K-12 with a Chromebook for remote learning. Students without internet were delivered a jump drive on a weekly basis to provide video lessons created or curated by our teachers in addition to learning activities and slide presentations.   Each week the jump drives were collected by our bus drivers while on food delivery routes in order to collect student work and provide new electronic materials. Although certainly not an ideal model, we felt this was the best way possible at the time to ensure continuity of learning with video lessons, practice, and assessment with regular, meaningful feedback.

Professional development was provided for teachers on virtual lesson design using Seesaw and Schoology as our primary Learning Management Systems and Zoom as a consistent video conferencing platform. Software, such as Pear Deck and EdPuzzle were used to ensure active engagement, checks for understanding, and opportunities to provide feedback.

Roughly about a month into remote learning we entered into an agreement with T-Mobile to purchase hotspots using local funds to assist families in bridging the digital divide created by economics and topography.   The hotspots with a 12 month service agreement cost the district just under $19,000.   The hotspots were able to support families that were in "good" to "excellent" coverage areas.   Fortunately, with the district purchased hotspots and the reduced price or free cable services offered by local companies, we were able to get 77% of our students without service connected. This still left a portion of our students relying on the less ideal jump drive option.

For the 2020-2021 school year, in a hybrid model, the District continued to provide hot spots and jump drives to students as needed as well as support ongoing professional learning opportunities with two embedded Instructional Technology Integration

Specialists. Through T-Mobile's Project 10 Million, the District secured 250 additional hotspots with options for free and reduced priced service plans. Increasing equitable access is of great importance and we are advocating for a state-wide response to this in addition to seeking ways we can improve.

The District trained virtual classroom teachers at the elementary level with regular support from our Instructional Technology Integration Specialists. Hybrid instruction continued at the secondary level.

The District also began action research projects led by administrators and our Instructional Technology Integration Specialists utilizing new technology platforms to determine their effectiveness and role in instruction. Results of these projects were used to determine future use and training for colleagues. This is a model that is growing in the District as a way to provide embedded professional development, particularly with a lack of available substitutes.

For the 2021-2022 school year and the foreseeable future, the District has expanded 1:1 device deployment to Pre-Kindergarteners in our 3 and 4-year-old programs. We have also been able to provide additional hardware and software to ensure the best in-person, hybrid, and remote learning experiences we can provide, and consider new options, such as virtual academies and courses for students. We have also planned to increase our accessibility for all students by installing audio enhancement systems in each of our classrooms throughout the District over the next few years. Our Technology Leadership Team and Technology Think Tanks will continue to explore innovative solutions to ensure that the District provides the best learning opportunities possible.

F. 1:1 Information

The Windsor Central School District provides 1:1 devices for all students and staff in grades PK-12.

G. Professional Learning Plan

The Windsor Central School District provides a variety of differentiated support for professional learning. Each year, an annual needs assessment is given to staff and this data is used, along with feedback from Teacher Tech Leaders, to determine the best professional learning options inline with the District Professional Learning Plan. Review of the annual data also shows the amount of growth in each area of need, helping us monitor and adjust to best meet all staff needs. In addition, a participant feedback survey is utilized after professional development sessions to determine the effectiveness of the learning opportunity and needs for implementation support or follow up.

To help support professional learning for administrators, teachers and staff, the District subscribes to the following services offered by Broome-Tioga BOCES South Central Regional Information Center:
- Online Learning
  - Virtual Learning Academy
- Model Schools
  - Managed Educational Technology Integration
  - eSports Support Service
- Media Library Educational Communication
  - Instructional Resources and Support

The Technology Integration Specialists as well as District Teacher Technology Leaders provide classroom level technology integration support throughout the year dependent upon need. This takes place in large group, small group, and 1:1 settings as appropriate.

Integration support includes, but is not limited to the following:
- Effective use of approved software in the Windsor Technology Toolkit
- Digital citizenship
- Computer-based testing online assessment and data analysis
- Action research projects for software and hardware
- Data Security and Privacy
- Implementation of the New York State Computer Science and Digital Fluency Standards

Trainings for administrators include, but is not limited to the following:
- Data Security and Privacy
- Approved software in the Windsor Technology Toolkit
- Data Access & Analysis

The Technology Integration Specialists also provide support to administrators dependent upon need.

Professional learning offerings planned currently for the next three (3) years as are follows (subject to change as needs arise and evolve):

Topic	Audience	Method of Delivery
Districtwide Monthly Tech Tip	District-wide Staff	Email from Tech Integration Specialists
Quarterly Faculty Meeting Tech Update	Building Faculty	Presentation from Teacher Tech Leader
Fluency Progress with First in Math Action Research	K-5 Teacher Volunteers	Virtual Presentations from Technology Integration and Content Specialists
Literacy with Technology (EPIC Alternatives)	K-5 Faculty	Virtual Presentations from Technology Integration and Content Specialists
UKit Math Action Research	4th Grade	Collaboration with 4th Grade Teacher and Technology Integration Specialist
Effective Feedback with Swivl Action Research	6-12 Teacher Volunteers	Presentations, Classroom Visits, and Coaching Sessions with Technology Integration Specialists
Student Creation Action Research	K-12 Teacher Volunteers	Presentations, Classroom Visits, and Coaching Sessions with Technology Integration Specialists
Effective Assessments and Data with eDoctrina	PK-5 Faculty	Presentation from Technology Integration Specialists
Technology Integration Support	PreK-12 teachers, District and building administrators and support staff	By request

III. Goal Attainment

The Windsor Central School district has achieved the 2010 Statewide Learning Technology goals to the extent shown below.

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

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

Digital Capacity and Access: The District's technology infrastructure supports learning and teaching in all environments.
The district has significantly met this goal.

Leadership: The District's Instructional Technology Plan is in alignment with the statewide Learning Technology Plan vision.
The district has significantly met this goal.

Accountability: District-level information is posted on the District website and is easily understood. Information provided includes the results achieved by the District in their effort to build knowledge, master skills, and grasp opportunities for a better life.
The district has significantly met this goal.

IV. Action Plans

Below please find the five (5) goals and action plans to support the instructional technology vision.

Goal 1:	Integrate a dynamic Pre-Kindergarten through 12th Grade progression of technology skills necessary for future-ready success
NYSED Goal Alignment:	Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning
Target Student Populations:	All Students
Evaluation Metrics:	A Google Form will be used to collect data on students' and staff's rating of meeting this goal as: Minimally, Moderately, Significantly, or Fully. Progress will be measured overtime using the data collected for this plan as a baseline. This data will help inform quantity and audience for professional development opportunities provided for work around implementing the New York State Computer Science and Digital Fluency Standards.We will know this goal is accomplished when the standards are fully embedded and students' and staff's rating are predominantly "Fully".

Action Step	Action Step Description	Category	Responsible Stakeholder	Anticipated Completion Date	Anticipated Cost
1.	Assess our current status in work around the New York State Computer Science and Digital Fluency Standards and how it aligns with skills taught as a result of our 2018-2022 District Technology Plan.	Curriculum	Curriculum and Instruction Leader, Administrator for Managed Technology Services, Instructional Technology Professional Learning Specialists, Teacher Tech Leaders	October 2022	$480 (Three hours time outside of the school day for Teacher Tech Leaders)
2.	Develop a standards adoption plan with professional development time dedicated to: Determining essential standards and the courses they best fit into Unwrapping essential	Professional Development	Administrator for Managed Technology Services, Instructional Technology Professional Learning	January 2023	$40,000 (Substitutes for Professional Development)

	standards and determining learning targets Researching and sharing instructional ideas for embedding standards Creation of assessments		Specialists, Teacher Tech Leaders		
3.	Review standards and implementation plans to determine software and hardware purchasing needs. Purchase and renew appropriate hardware and software to support standards implementation.	Purchasing	Administrator for Managed Technology Services	June 2023	$200,000 (IT-D and RIC-D)
4.	Implement the technology skills for students with embedded support from Instructional Technology Professional Learning Specialists.	Curriculum	Administrator for Managed Technology Services, Instructional Technology Professional Learning Specialists	June 2023	$0
5.	Give the annual evaluation of this goal and repeat steps 1-4 as needed based on that data and feedback. Continue to collaborate with the Technology Leaders Team to monitor the implementation of the technology skills to determine resources and or updates that are needed.	Evaluation	Administrator for Managed Technology Services, Instructional Technology Professional Learning Specialists, Teacher Tech Leaders	June 2023	$0

Goal 2:			Systematically gather feedback, research best practice, identify emerging trends and advise of the healthy use of technology		
NYSED Goal Alignment:			Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning		
Target Student Populations:			All Students		
Evaluation Metrics:			A Google Form will be used to collect data on students' and staff's rating of meeting this goal as: Minimally, Moderately, Significantly, or Fully. Progress will be measured overtime using the data collected for this plan as a baseline. This data will help inform whether we are staying current in our healthy use of technology and succeeding in preparing our students to be future-ready. We will know this goal is accomplished when students' and staff's rating are predominantly "Fully".		
Action Step	Action Step Description	Category	Responsible Stakeholder	Anticipated Completion Date	Anticipated Cost
1.	Identify the members of the 2022-2023 Technology Leadership Team.	Planning	Administrator for Managed Technology Services	August 2022	$0
2.	Meet with the District Technology Leadership Team (4) times per year to: ● Review the existing instructional technology plan ● Share what has been implemented to date ● Analyze data collected to identify celebrations and emerging needs (quantitative and qualitative) ● Help inform next steps to support existing and emerging needs	Planning	Administrator for Managed Technology Services, Instructional Technology Professional Learning Specialists, Teacher Technology Leaders	June 2023	$1,000
3.	Plan and implement next steps identified by the	Implementation	Administrator for Managed	June 2023	$0

			Technology Services, Instructional Technology Professional Learning Specialists, Teacher Technology Leaders		
4.	Act on recommendations and solicit feedback from stakeholders.	Implementation	Administrator for Managed Technology Services, Instructional Technology Professional Learning Specialists, Teacher Technology Leaders	June 2023	$0
5.	Give the annual evaluation of this goal and repeat steps 1-4 annually in response to the data and feedback.	Evaluation	Administrator for Managed Technology Services, Instructional Technology Professional Learning Specialists, Teacher Technology Leaders	June 2023	$0

Goal 3:	Enhance the districtwide digital citizenship program to ensure safe and responsible use of technology
NYSED Goal Alignment:	Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.
Target Student Populations:	All Students
Evaluation Metrics:	A Google Form will be used to collect data on students' and staff's rating of meeting this goal as: Minimally, Moderately, Significantly, or Fully. Progress will be measured overtime using the data collected for this plan as a baseline. This data will help inform whether we are adequately providing the digital citizenship instruction necessary to ensure safe and responsible use of technology. We will know this goal is accomplished when students' and staff's rating are predominantly "Fully".

Action Step	Action Step Description	Category	Responsible Stakeholder	Anticipated Completion Date	Anticipated Cost
1.	Evaluate the current PreK-12 digital citizenship program and cross reference with the NYS Computer Science and Digital Fluency Standards to identify gaps and needs for enhancement.	Curriculum	Administrator for Managed Technology Services	July 2022	$0
2.	Research best practices in digital citizenship instructional practices to identify lessons and practices to fill identified gaps and develop a plan to embed identify lessons into the K-12 curriculum.	Curriculum	Administrator for Managed Technology Services, Instructional Technology Professional Learning Specialists	November 2022	$0
3.	Provide professional learning to staff on the digital citizenship program.	Professional Development	Technology Professional Learning Specialists	February 2023	$40,000 (Substitutes for Professional Development)
4.	Communicate and implement the revised digital citizenship program PreK-12.	Implementation	Technology Professional Learning Specialists	June 2023	$0
5.	Give the annual evaluation of this goal and repeat steps 1-4 annually in response to the data and feedback.	Evaluation	Administrator for Managed Technology Services	June 2023	$0

Goal 4:	Increase access to relevant technology for use both in and out of school in order to create innovative and equitable learning environments for all students
NYSED Goal Alignment:	Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning.
Target Student Populations:	All Students
Evaluation Metrics:	A Google Form will be used to collect data on students' and staff's rating of meeting this goal as: Minimally, Moderately, Significantly, or Fully. Progress will be measured overtime using the data collected for this plan as a baseline. This data will help inform whether we are staying current with our hardware and software purchases and providing innovative and equitable learning environments for all students. We will know this goal is accomplished when students' and staff's rating are predominantly "Fully".

Action Step	Action Step Description	Category	Responsible Stakeholder	Anticipated Completion Date	Anticipated Cost
1.	Evaluate the current technology and learning spaces in the district to determine needs.	Evaluation	Administrator for Managed Technology Services	August 2022	$0
2.	Meet with district-wide technology leaders to: • Define equitable and innovative learning spaces (Student perspective, Staff perspective) • Review data on current strengths and needs • Research innovative and adaptable technology and learning spaces to meet identified needs	Planning	Administrator for Managed Technology Services, Instructional Technology Professional Learning Specialists, Teacher Tech Leaders	December 2022	$0
3.	Create a budget and implementation plan for purchases.	Planning	Administrator for Managed Technology Services	January 2023	$0

4.	Purchase and install new technology and learning space equipment.	Purchasing	Administrator for Managed Technology Services	June 2023	$200,000
5.	Provide professional development on use of new equipment and spaces.	Professional Development	Technology Professional Learning Specialists	September 2023	$20,000 (Substitutes for Professional Development)
6.	Give the annual evaluation of this goal and repeat steps 1-5 annually in response to the data and feedback.	Evaluation	Administrator for Managed Technology Services, Instructional Technology Professional Learning Specialists	June 2023	$0

Goal 5:	Establish partnerships that empower students to apply future-ready technology skills to ensure college, career and civic readiness
NYSED Goal Alignment:	Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences
Target Student Populations:	All Students
Evaluation Metrics:	A Google Form will be used to collect data on students' and staff's rating of meeting this goal as: Minimally, Moderately, Significantly, or Fully. Progress will be measured overtime using the data collected for this plan as a baseline. This data will help inform whether we are establishing appropriate partnerships and providing opportunities to apply future-ready technology skills. We will know this goal is accomplished when students' and staff's rating are predominantly "Fully".

Action Step	Action Step Description	Category	Responsible Stakeholder	Anticipated Completion Date	Anticipated Cost
1.	Evaluate current established partnerships and research opportunities to build career exploration and career path opportunities in fields utilizing technology.	Evaluation	Administrator for Managed Technology Services	December 2022	$0
2.	Meet with Career Counselors and School Counselors to discuss enhancing and expanding partnership opportunities for students.	Planning	Administrator for Managed Technology Services	March 2023	$0
3.	Establish and promote partnership opportunities with students and staff.	Implementation	Administrator for Managed Technology Services	May 2023	$0
4.	Give the annual evaluation of this goal and repeat steps 1-4 annually in response to the data and feedback.	Evaluation	Administrator for Managed Technology Services, Instructional Technology Professional Learning Specialists, Teacher Technology Leaders	June 2023	$0

V. NYSED Initiatives Alignment

A. Use of Instructional Technology to Support Students

Windsor's mission is to ensure each learner is future-ready by providing empowering educational experiences. Technology is one way to provide these experiences for learners.

When using technology, the opportunity for strengthening existing curricula, enhancing lessons by creating authentic and engaging experiences and connecting and contributing to our global world becomes reality for all learners.

With Seesaw and Schoology as our learning management systems, students will have access to educational materials and assignments both in and out of school. Technology will be embedded into lessons across all grades to assist with increasing student achievement, checking for understanding and boosting engagement.

In addition, by adopting the New York State Computer Science and Digital Fluency Standards, the Windsor CSD will ensure students have the technology skills necessary to thrive.

B. Providing Equitable Learning "Everywhere, All the Time"

Windsor believes in providing a guaranteed and viable curriculum for all students. This includes making sure that content is accessible to all students both on and off of our School campuses.

The Windsor CSD continues to advocate for continued growth of broadband access throughout our communities. To ensure connectivity to all students where the internet is available, the district provides mobile hotspots to any student who may need one.

Windsor also has equipped all of the District's buses with Smartbus technology to provide internet to students during travel, at extracurricular events, and throughout the community.

For students who are not able to complete assignments through the many ways the internet is available, the district will continue to provide accommodations, such as thumb drives when students need to learn from home, to facilitate a cycle of instruction, practice, and feedback as necessary.

C. Use of Instructional Technology to Support Students with Disabilities

The Windsor CSD provides 1:1 devices for all students, as well as software necessary to increase access to learning and meet varying needs. Online reading support software, such as Read and Write for Google, can be utilized to provide increased comprehension of written or verbal language. Accommodations, such as text to speech, are provided through eDoctrina.

Direct instruction may be recorded with software, such as Seesaw or WeVideo, and provided for students to access asynchronously on our LMS. Technology is used to provide additional ways to access content to supplement verbal and or written instruction.

In addition, the Windsor CSD is in the process of equipping all elementary classrooms with Audio Enhancement systems. This amplification solution allows teachers to wear a microphone device connected to a classroom speaker system to help students focus and hear instruction with much more clarity. The District intends to expand this to grades 6-12 classrooms in the next few years.

Additional assistive technologies are provided as recommended by the Committee on Preschool Special Education and the Committee for Special Education to allow students to fully participate with their peers.

Technology can be used to increase options for students to demonstrate knowledge and skills. For example, interactive software is used for all students to demonstrate knowledge of particular skills.

Professional learning will be provided to teachers, support staff and teaching assistants to support technology initiatives.

D. Equitable Instructional and Assistive Technology for Students with Disabilities

The District will utilize technology to address the needs of Students with Disabilities to ensure equitable access to instruction, materials, and assessments through:

- Class lesson plans, materials, and assignment instructions that are available to students and families for "anytime, anywhere" access (such as through a class website or learning management system).
- Direct instruction that is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology that 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 that is utilized to provide increased support for comprehension of written or verbal language.
- Assistive technology that is utilized.
- Technology that is used to increase options for students to demonstrate knowledge and skill.
- Learning games and other interactive software that are used to supplement instruction.

E. Professional Learning Plan for Teachers Supporting Students with Disabilities

Professional Development that will be offered to Teachers of Students with Disabilities that will enable them to differentiate learning and to increase their student language and content learning with the use of technology includes:
- Technology to support writers in the elementary classroom
- Technology to support writers in the secondary classroom
- Research, writing and technology in a digital world
- Enhancing children's vocabulary development with technology
- Reading strategies through technology for students with disabilities
- Choosing assistive technology for instructional purposes in the special education classroom
- Using technology to differentiate instruction in the special education classroom
- Using technology to increase options for students with disabilities to demonstrate their knowledge and skills
- Multiple ways of assessing student learning through technology
- Electronic communication and collaboration
- Promotion of model digital citizenship and responsibility
- Integrating technology and curriculum across core content areas
- Helping students with disabilities to connect with the world

F. Use of Instructional Technology to Support English Language Learners Multilingual Learners

The District will utilize technology to address the needs of English Language Learners Multilingual Learners to ensure equitable access to instruction, materials, and assessments through:

- Class lesson plans, materials, and assignment instructions that are available to students and families for "anytime, anywhere" access (such as through class website or learning management system).
- Direct instruction that is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology that 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 that is utilized to provide increased support for comprehension of written or verbal language.
- Home language dictionaries and translation programs that are provided through technology.
- Hardware that supports ELL student learning, such as home-language keyboards, translation pens, and or interactive whiteboards, is utilized.
- Technology that 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 that are used to supplement instruction.

G. Technology Plan Addressing ELL ML Students

The district's instructional technology plan addresses the needs of English Language Learners and Multilingual Learners to ensure equitable access to instruction, materials and assessments in multiple languages.

Note: Yes, in the five (5) most spoken languages

H. Professional Learning Plan for Teachers Supporting ELL ML Students

Professional Development will be offered to Teachers Serving ELL ML Students that will enable them to differentiate learning and to increase their student language and content learning with the use of technology by:

- 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

I. *Use of Instructional Technology to Support Students Experiencing Homelessness and or Housing Insecurities*

The District will utilize technology to address the needs of students experiencing homelessness and/or housing insecurities to ensure equitable access to instruction, materials, and assessments through:

- 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 the internet and devices for all students in the enrollment processes so the district can communicate effectively and evaluate their needs.
- Provide students experiencing homelessness and or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.
- Provide students a way to protect and charge any devices they are provided with by the district.
- Replace devices that are damaged or stolen as needed.
- Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and or housing insecurity.
- Have resources available to get families and students step-by-step instructions on how to set-up and use their districts Learning Management System or website.
- Class lesson plans, materials, and assignment instructions are available to students and families for
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD, or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Conduct regular educational check-ins with all students experiencing homelessness and or housing insecurity and secure any help needed to keep up with course work.
- Adjust assignments to be completed successfully using only the resources students have available.
- Offer a technology support hotline during flexible hours.

J. Use of Instructional Technology to Support Culturally-Responsive Instruction and Learning Environments

The district uses Instructional Technology to facilitate culturally responsive learning instruction and learning environments by:

- The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
- The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
- The district uses instructional technology to facilitate classroom projects that involve the community.
- The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.
- The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.
- The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.

VII. Administrative Management Plan

A. Staffing Plan

Staffing is provided through the Regional Information Center and BOCES Managed Services Co-Ser (includes Managed Technology Leadership, Instructional Technology Support, and Managed Infrastructure Technology Services).

Title	Full-Time Equivalent (FTE)
District Technology Leadership	1.0
Instructional Technology Support	1.0
Technical Support	3.5

B. Investment Plan

Anticipated Item Service	Other Anticipated Item Service Description	Estimated 3 Year Cost	One-Time Cost, Annual or Both	Potential Funding Source	Other Funding Source Description
End User Computing Devices		$801,120	Annual	BOCES Co-Ser Purchase and or Instructional Materials Aid	
Staffing		$2,181,576	Annual	BOCES Co-Ser Purchase	
Professional Development		$75,000	Annual	BOCES Co-Ser Purchase and or District Operating Budget	
Network and Infrastructure		$268,578	Annual	BOCES Co-Ser Purchase and or District Operating Budget	

C. School Technology is Provided to Students Attending Non-Public Schools

N A - there are no non-public schools in the district

D. Public Website

The District Public Website URL is: http:_www.windsor-csd.org
The District Instructional Technology Plan Website URL is: https: esvadmin4.eschoolview.com uploads 2744AA52-D163-4597-B6E1-F850C621EFB6/WindsorInstructionalTechnologyPlan2018_2 021c.pdf