

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

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

Robert Miller

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

Superintendent

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II. Strategic Technology Planning

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1. What is the overall district mission?

Ellicottville Central School will guarantee that all students will achieve their highest level of competence through a success-oriented education that will ensure quality graduates.

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

The learning community at ECS will be technologically aware and literate life-long learners who are challenged to reach beyond the current technologies to achieve personal, educational and workplace goals.

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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.**

This Long-Range Technology Plan was made possible by the support, cooperation, and dedication of many members of the school community:

The Ellicottville Central School Board of Education - whose ongoing approval and support have made the implementation of technology education at Ellicottville Central School a success.

The Ellicottville Central School Faculty members who have accepted the challenge of implementing the constantly changing technology as well as offering their concerns and suggestions by completing the surveys upon which this plan is based.

The Ellicottville Central School Technology Committee, an ongoing committee dedicated to research and implementation of technology in all phases of our curriculum comprised of teachers, staff, parents, and students.

The Ellicottville Central School Technology Committee, an ongoing committee dedicated to research and implementation of technology in all phases of our curriculum. Members include:

Mr. Bob Miller, Superintendent

Mr. Erich Ploetz, 7-12 Principal

Mrs. Maren Bush, Elem Principal

Shawne Hunt, District Technology Facilitator

William Murphy, School Board Member/Parent

Alice Alessi, Spec Education Teacher

Helena Brierton, Science

April Donoghue, 3rd Grade

Chris Edwards, Technology

Laura Flanigan, Ellicottville Public Library Librarian

Alexander Hunt, Student

Pam Illig, Library Media Specialist

Scott Wilson, Kindergarten

The Technology Committee tries to meet four times a year, each year, to reassess technology purchasing and usage for the Ellicottville Central School District. Due to Covid-19, it made it exceedingly difficult to continue this tradition. We were able to meet in May of 2021 and had a great representation from the school and community. We met once more in November 2021, and we feel we were able to produce an exceptional plan that now takes into consideration remote and online learning in a way we never imagined a few short years ago. We are pleased with the plan, especially considering the obstacles we have faced in the past year and a half.

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

The 2022-2025 technology plan is different than any other plan the Ellicottville Central School District has devised. The worldwide pandemic changed things for us in ways we never deemed possible. We were forced to consider ways of educating our students without them being physically present in our school building - a completely unfathomable situation in past planning periods. Not only that, but how to educate students with no internet away from school. Our first step was identifying who in our community had internet and who did not. This was established by a survey given to all parents and students in the district. From this survey, we determined who could potentially be given hotspots to solve their lack of internet and which students had nothing available at all - (no internet or cell phone service).

The planning committee utilized surveys (like the one mentioned above) to assess internet availability and looked at our latest technology plan to see what we had accomplished and what still needed to be done. The committee decided to focus on two primary areas - internet accessibility and 1:1 devices for K-12 students.

This plan spells out how Ellicottville Central School District is planning to use Covid-19 relief funds, erate funds as well as local money to provide 1:1 devices for all students as well for providing free hotspots to families who currently have no internet. It also addresses how we handle students who are learning remotely with no internet access available - meaning they have no cell service and no internet providers in their area. We were pleasantly surprised to learn these were the only areas we had not addressed in our previous planning.

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

The Ellicottville Central School District Instructional Technology Plan reflects many new experiences we incurred during the COVID pandemic. We had to introduce terms such as online only learning and blended learning options for students who came to school a couple of days during the week and stayed home the other days. We were forced to find out how many of our students had internet and who did not. We joined a program through T-Mobile that provides free hotspots to students without internet. We realized we could no longer get away with not having 1:1 devices for our students. Our elementary (K-5) never had 1:1 devices, but we realized this wouldn't work with remote learning. We had to produce unique ways to deliver curriculum to students with no internet and without the possibility of getting internet (rural places with no cell phone or hard-wired internet access). We had to devise quick trainings for the latest programs we were forced to use, such as Zoom and Teams for teachers to be able to deliver "live" or "real time" instruction. Our local BOCES centers were huge in providing trainings for our staff in these latest programs. Finally, we had to devise ways to address student and parent concerns relating to technology as quickly as possible to reduce downtime in the students learning. We added a full-time technician to help in the Technology department to assist with the increased workload from having students outside the school building. We took their feedback and made sure the issues were addressed with this latest revision.

6. Is your district currently fully 1:1?

Yes

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

The Ellicottville Central School, through its Professional Performance Review Plan, will strive to assist all professional personnel (professional personnel /nurse /assistants) in acquiring the knowledge and skills needed to help each student pursue their full potential as life-long learners and respectful citizens. The following premises are used in the Professional Performance Review of all professional personnel: Effective teaching and successful learning occur when professional personnel are skilled in employing a variety of strategies, management techniques and assessments and share the information with students and other professionals. 1. Effective teaching and successful learning occur when professional personnel are skilled in employing a variety of strategies, management techniques and assessments and share the information with students and other professionals. 2. Conduct is an ongoing dedication to the education process within the classroom and in support of the learning environment. 3. Demonstrates professional growth in a variety of ways. 4. Promotes and exhibits care for the facilities and the place our school has in the community. 5. Reflect on their performance to improve student achievement.

The Ellicottville Central School District and the Ellicottville Teacher's Association recognize that we are engaged in a common enterprise and that we have a shared commitment both to improving the quality of teaching and learning and to the educational success of each student. Teacher training and professional development in technology play a key role in its ultimate acceptance and use in the classroom. Research indicates technology planning must address comprehensive and continuous professional development to ensure success. Multiple levels of training and staff development must be offered to teachers and administrators, so they feel empowered to use technology to facilitate their own productivity. The availability of diverse professional development opportunities is important to address the needs of all staff within the district; however, this spectrum of diversity should be orchestrated to move all staff toward common goals. Technology-related professional development requires curriculum integration skills, as well as operational and technical skills. Professional development programs prepare the teaching staff to effectively deliver integration of content objectives, process skills, and technology competencies appropriate to the grade level, subject area, and/or course in which students are engaged. Successful integration will require a more specific definition of those elements to be integrated. Curriculum in some areas will need upgrading to identify the basic information, performance standards, and technology linkages that education reform priorities dictate as essential outcomes for students. Goals for Staff usage of telecommunications and information technology to improve student academic achievement include:

- To become familiar with multimedia presentation software and interactive whiteboards as a priority teaching/learning technique.
- Develop K-12 aligned & articulated curriculum in all content areas using EngageNY.
- Improve external communication.
- Improve internal communication.
- Having a technology integrated curriculum.
- Stay up to date on the latest technology and software.

School district staff members now participate in a variety of professional development programs sponsored by the BOCES and/or the district. In addition to improved and expanded professional development provided directly from the BOCES, services are provided linking other professional development resources such as colleges and universities, nonprofit agencies, government agencies and businesses including: *Alfred State *Alfred University *Buffalo State *SUNY at Buffalo *ECC *GCC *Houghton College *JCC *Erie #1 BOCES *Erie #2 BOCES *Southern Tier West *NYS VESID *Apple Computer *ClearTouch *CA BOCES

The Ellicottville Central School District used Smart Schools Bond Act Funds to purchase interactive boards, which play a critical role in this new Technology plan. Not only are they used extensively for in class instruction, but they have been a crucial piece to providing "online" instruction during periods of remote learning during the pandemic.

Ellicottville Central School District has relied heavily on our local BOCES - (both CABOCES and Erie 1 BOCES) to provide our staff with professional development for quickly learning new software formats like Zoom and Teams for interactive remote learning. Through surveys and grade level communications we were able to determine what professional development was needed and where the best place would be for getting it. We will continue to use surveys and grade level meetings to determine any further professional

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development needed.

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

1. Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.
The district has met this goal:
Significantly
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:
Significantly
3. Digital Capacity and Access – The District's technology infrastructure supports learning and teaching in all of the District's environments.
The district has met this goal:
Fully
4. Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.
The district has met this goal:
Fully
5. Accountability – District-level information is posted on the District website, is easy to access, and is easily understood. Information provided includes the results achieved by the District in their efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life.
The district has met this goal:
Fully

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IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Ellicottville Central School District will provide up-to-date network infrastructure and equipment to meet the needs of all stakeholders in the district.

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

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.

We will know this goal has been met when our technology department completes its annual infrastructure assessment which asks questions relating to network stability and equipment. If any equipment is needed, it is purchased and installed, and our network is tested for speed and capacity, ensuring it is functioning as it should be. We are successful when our equipment needs are met, and our network is up to date and functioning properly in order to meet the demands of our staff, students, and community.

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,

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IV. Action Plan - Goal 1

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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	Budgeting	We will be using Erate funds to cover purchases	Superintendent	Technology Coordinator	07/01/2022	\$200,000
Action Step 2	Planning	Estimate equipment purchases based on class sizes	Other (please identify in Column 5)	Technology Department	08/01/2022	0
Action Step 3	Purchasing	Purchase equipment as needed	Other (please identify in Column 5)	Technology Department	07/01/2023	\$200,000
Action Step 4	Evaluation	Make sure the network is up to speed and handling added equipment	Other (please identify in Column 5)	Technology Department	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 #1 from your answer to Question 1, above.

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

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IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

Implement 21st Century technologies to enhance the culture of learning in the district

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

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

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

- | | |
|--|--|
| <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

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.

We will know this goal has been met when our technology department completes its annual technology assessment which asks questions relating to whether the district is up to date with the latest technologies. If any equipment is needed for modern technologies, it is purchased and installed, and our staff is trained in the latest technologies. We are successful when our staff and students are using up-to-date technology to enhance student learning.

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.

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Budgeting	We will be using Covid relief funds, BOCES IPAs as well as local money	Superintendent	Technology Coordinator	06/30/2025	0
Action Step 2	Research	Curriculum Coord & Tech Coord will work with teachers to introduce recent technologies and software training	Curriculum and Instruction Leader	Technology Coordinator	06/30/2025	60,000
Action Step 3	Purchasing	Purchase needed items	Other (please identify in Column 5)	Technology Department	06/30/2025	150,000
Action Step 4	Implementation	Implement new technologies	Curriculum and Instruction Leader	Technology Department	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 #2 from your answer to Question 1, above.

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

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IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

Maintain a server room with current equipment to meet the curricular and administrative needs of the district

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

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.

We are slowly moving all servers over to Virtual servers. We will know this goal has been meant when our server room no longer has any "old" technology and staff and students have uninterrupted, fast access to their files and programs needed to be successful.

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.

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Budgeting	Provide funds to finish updating servers to Virtual	Superintendent	Technology Coordinator	07/01/2022	0
Action Step 2	Research	Research items needed	Other (please identify in Column 5)	Technology Department	09/01/2022	0
Action Step 3	Purchasing	Purchase new equipment	Other (please identify in Column 5)	Technology Department	06/30/2023	30000
Action Step 4	Implementation	Install new purchases	Other (please identify in Column 5)	Technology Department	12/16/2023	0

7. This question is optional.

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

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

8. Would you like to list a fourth goal?

No

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- 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.**

Ellicottville Central School District has been using the interactive Cleartouch Boards purchased with SmartSchools Bond money, as well as specialized software such as Office 365 to fulfill the action plans previously submitted to NYSED. The integration and use of technology such as the above-mentioned boards as an instructional tool and resource, along with added software will continue to be encouraged in all academic areas. Through the start of the pandemic to the current day, these boards are used extensively for providing education to students, in person as well as remote. Every classroom teacher uses this interactive technology and software daily to support the rigorous academic standards set forth by our technology plan. Providing the administrators, teachers, staff, and students with the best tools available will enable them to perform their respective tasks more effectively and productively. In addition to the rich academic preparation the students will receive in each subject area, they will also become more aware of the technological tools available to support information access, analysis, synthesis, management, and communication. The school district will continue to use these interactive boards, new 1:1 devices being purchased, along with the Internet and distance learning to improve student learning outcomes by delivering learning resources unavailable otherwise. Technology will be integrated into curriculum and learning activities aimed at improved student learning and attainment of the New York State content and performance standards.

- 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.**

Ellicottville Central School is committed to continuing to provide "hotspots" for our students who have no reliable internet at home to use with completing schoolwork. We are enrolled in T-Mobile's Project 10 million (which will expire in 2025) which has provided us with 100 hotspots to hand out to families with unreliable internet at home. We have also purchased (and will continue to do so for the next 3 years) Kajeet hotspots for any staff member who may need help with reliable internet at home. Unfortunately, due to our rural area we still do have students with no internet access at home (no cell access which negates using a hotspot). For these students, if unable to go to the local library, which provides free Wi-Fi access, paper packets, thumb drives or pre-loaded materials are delivered during remote learning so that they do not fall behind in their schoolwork. Every student and staff member has their own device to use both at school and at home. These devices are on a 4-year replacement cycle.

- 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.**

By adding ClearTouch interactive boards to each classroom and 1:1 devices for each student, we are now able to use this technology to promote the varied types of learning as well as learning styles and abilities present in our classrooms. Software selected for instructional purposes that will be used on these boards and devices must take into consideration curriculum goals, teaching styles at the various levels, and learning styles and abilities of all students. Ellicottville Central School District has added Office 365 to its software list which allows students to have all text read to them. All special ed students are provided with laptops or iPads with individualized apps installed. These apps include Proloquo to go (for communicating), Hear builder suite (for improving speech), SnapType Pro (or writing) and Inspiration (for use as a graphic organizer). These apps, along with classroom technology are used to better serve all students regardless of disabilities.

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V. NYSED Initiatives Alignment

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

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

- 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 checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital world | <input checked="" 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 checked="" 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 checked="" type="checkbox"/> Using technology to differentiate instruction in the special education classroom | <input type="checkbox"/> Other (please identify in Question 5a, below) |

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

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

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

Yes

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

In the 5 languages most commonly spoken in the district

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

(No Response)

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

- | | |
|--|--|
| <input checked="" 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 type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input 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 type="checkbox"/> Helping students connect with the world |
| <input type="checkbox"/> Reading strategies for English Language Learners | <input type="checkbox"/> The interactive whiteboard and language learning |
| <input 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 type="checkbox"/> Using technology to differentiate instruction in the language classroom | |

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V. NYSED Initiatives Alignment

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

- | | | |
|--|---|--|
| <input type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website. | <input checked="" 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 checked="" 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 | <input 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"/> 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) |

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V. NYSED Initiatives Alignment

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- | | |
|---|--|
| clarify enrollment instructions. | <input type="checkbox"/> Technology is used to |
| <input type="checkbox"/> Create mobile enrollment | provide additional ways to |
| stations by equipping buses | access key content, such as |
| with laptops, internet, and staff | providing videos or other |
| at peak enrollment periods. | visuals to supplement verbal or |
| <input checked="" type="checkbox"/> | written instruction or content. |
| Provide/students/experiencing | |
| homelessness/and/or housing | |
| insecurity with tablets or | |
| laptops, mobile hotspots, | |
| prepaid cell phones, and other | |
| devices and connectivity. | |

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

- ☒ a) The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
- ☒ b) The district uses instructional technology to facilitate classroom projects that involve the community.
- ☒ c) The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.
- ☒ d) The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- ☒ e) The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.
- ☒ f) The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- ☐ g) Other (please identify in Question 10a, below)

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

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VI. Administrative Management Plan

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1. Staff Plan

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	1.00
Technical Support	1.00
Totals:	3.00

2. Investment Plan

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

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

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

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

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One- time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	End User Computing Devices	NA	210,000	Annual	<input 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,	NA

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One- time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					to the right) <input type="checkbox"/> N/A	
2	Network and Infrastructure	NA	200,000	Annual	<input 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	NA
3	Other (please identify in next column, to the right)	Server upgrades	30,000	Annual	<input type="checkbox"/> BOCES Co- Ser purchase <input checked="" 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	NA

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One- time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					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	
4	N/A	NA	0	N/A	<input 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 checked="" type="checkbox"/> N/A	NA
Totals:			440,000			

3. Has the school district provided for the loan of instructional computer hardware to students legally attending nonpublic schools pursuant to Education Law, section 754?

Not Applicable

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VI. Administrative Management Plan

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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.ellicottvillecentral.com/Page/1880>

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

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VII. Sharing Innovative Educational Technology Programs

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1. Please choose one or more topics that reflect an innovative/educational technology program that has been implemented for at least two years at a building or district level. Use 'Other' to share a topic that is not on the list.

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

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input checked="" type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input checked="" type="checkbox"/> Professional Development / Professional Learning <input checked="" 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	Shawne Hunt	Technology Coordinator	shunt@ecsny.org	<input checked="" type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input checked="" type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology

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	Name of Contact Person	Title	Email Address	Innovative Programs
				<input checked="" type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input checked="" type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input checked="" type="checkbox"/> Instruction and Learning with Technology <input checked="" type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input checked="" 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 checked="" 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

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	Name of Contact Person	Title	Email Address	Innovative Programs
				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 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

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	Name of Contact Person	Title	Email Address	Innovative Programs
				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/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 Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development /

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	Name of Contact Person	Title	Email Address	Innovative Programs
				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

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