

2018-2021 Instructional Technology Plan - 2018

I. District LEA Information

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Section I - District LEA Information

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

Yvonne Herrington

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

Assistant Superintendent

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

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II. Strategic Technology Planning

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Section II - Strategic Technology Planning

1. What is the overall district mission?

The mission of the Wallkill Central School District, through an active partnership among school personnel, parents, students, and community is to nurture individuals who value themselves and others; to develop learners who appreciate diversity as a resource; to provide an exemplary educational foundation that will foster the ability to think and communicate, and to encourage creativity, flexibility and the continuous application of learning.

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

Our vision is for students to have the skills, knowledge and attitudes necessary to embrace their future. We envision the integration of technology as being an integral part of the way in which we work, teach and learn.

The integration of technology into the curriculum within the Wallkill Central School District may be viewed as valuable both from the standpoint of improving the learning environment for each individual student on a day to day basis and in terms of the skills a high school graduate must possess to be competitive in the job market or in pursuit of higher education. Simply knowing how to use the "keyboard", though important, is not enough. A job applicant or college student must be familiar with the technological tools and sources of information in his/her field or discipline. In the information age, it is critically important that graduates understand how to find, evaluate, sort, analyze and communicate information.

The Wallkill Central School District shares the challenge facing all schools today- to provide all children with the knowledge and experience they will need to be productive in the world in which they will live after they leave school. If students are to be prepared to live in the global village of the future, schooling must be re-conceptualized and recast to reflect the future. Schools must prepare students to function in a world that is technologically complex, incredibly diverse, and rapidly changing.

Although it is widely acknowledged that appropriate technological tools can play a key role in helping students to critically and flexibly respond to the challenges in today's world, the key word is "appropriate." That is, the technology must support the school's curriculum, instruction, and assessment strategies and foster improvements in teaching, learning and accountability that could not be easily realized without the inclusion of technology.

The Wallkill Central School District believes that all members of the school community should be able to:

- Use appropriate technology as one of the tools for teaching and learning
- Have access to appropriate technology throughout the district, including classrooms, labs, libraries, and offices, using both desktop and mobile devices
- Use technology as a tool for creative expressions, presentation and publication, research, analysis, increasing build non-cognitive competencies and problem solving
- Use technology to enhance communication, collaboration, and project management
- Understand and respect District policies related to technology and guidelines for digital citizenship In order to realize this vision, we must continually respond to changes in technology through an on-going commitment by all members of the community. This commitment includes maintaining a strong technology infrastructure, providing ongoing technical support, and investing in a comprehensive technology professional development program.

3. List three goals that will drive the attainment of the vision.

	List Goals
Goal 1	GOAL: All learners will have engaging and empowering learning experiences in both formal and informal settings that prepare them to be active, creative, knowledgeable, and ethical participants in our globally connected society. <i>National Education Technology Plan Update (2017)</i>
Goal 2	GOAL: Educators will be supported by technology that connects them to people, data, content, resources, expertise, and learning experiences that can empower and inspire them to provide more effective teaching for all learners. <i>National Education Technology Plan Update (2017)</i>
Goal 3	GOAL: Examine facility and furniture configurations in labs to determine how best to support the use of technology and provide opportunities for students to work in flexible learning environments that promote collaboration, creativity, and communication.

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4. Do you want to list a fourth goal that will drive attainment of the vision?

Yes

4a. List Goal #4

GOAL: All students and educators will have access to a robust and comprehensive infrastructure when and where they need it for learning.

5. Do you want to list a fifth goal that will drive attainment of the vision?

No

6. 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.

Each year the Wallkill Central School District's Technology and Curriculum Committees, along with our Comprehensive District Education Planning Team dedicate time at each meeting to discuss goals for the district technology use and the planning process for the implementation of technology. Each committee is comprised of teachers, administrators, students, parents, BOE members and other school personnel. The goals of the District along with district initiatives have helped to develop the vision the district has for the implementation and use of technology to enhance our instructional programming. In addition to the plan, the various committees have made recommendations about the future direction of technology in the District that will enable the Wallkill Central School District to provide members of its learning community with access to appropriate technological resources, enhanced instructional programs, and opportunities for professional growth.

7. Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision.

In an effort to assist teachers to be better equipped to integrate technology more effectively into their teaching, professional development offered by the District will be focused around the integration of educational technology and it will be ongoing and collaborative. The District's model for providing professional development will vary depending on the teacher as it will be personalized. Based on the individual teacher's goal (and/or need) the professional development format may vary: traditional workshop, view a webinar, work with their colleagues in their grade level professional learning community, view a tutorial video, or schedule time to work what the BOCES technology integration specialist.. The District is prepared to offer all venues for professional development listed above in addition to in class coaching, blended learning opportunities, and flipped classroom.

In the 2015-16 school year, the district added a position at the elementary level (library media integration specialist) who is certified in educational technology to assist teachers both in out of the classroom with the integration of technology. At the secondary level, the district is in the process of training our librarians to be turn key trainers in district for new technologies. In addition, the District have been working with our local BOCES to plan countywide professional development opportunities to support districts with the implementation of technology in the classroom. In 2016-17 the District contracted with BOCES to provide an integration technology specialist in district three days a week at the elementary level and two days a week at the secondary level. This co-ser will continue to be utilized to provided specialized support to our teachers and staff. In addition, beginning in the 2018-19 school year, the high school will be constructing a student help desk in which students who have been trained may assist teachers with the set up for technology and/or software needs.

Professional development planned to date include but are not limited to: Coding, web design, google apps, web 2.0, APPS for classroom and home, internet safety basics and students' privacy rights, 3D printing, free assistive technology tools, Office 365, 1:1 devices in the classroom with interactive white boards to increase student achievement, and computer basics.

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8. How will the instructional technology goals be measured and evaluated during and after implementation? Be sure to include any tools or metrics that are part of this evaluation process.

To assess the effectiveness of technology integration in the classroom and its impact on student achievement, the District will review multiple measures including but not limited to:

- Examples of student work
- Examples of teacher-created materials/unit plans that incorporate technology
- Student interviews and surveys
- Teacher focus groups and surveys
- Video and/or photo of student work using technology
- Student formative and summative assessment scores

Surveys will be administered to students and teachers the second semester of each school year to gather teacher feedback to inform us as to what is working and what is still challenging the system. Survey results will be shared with the technology committee and curriculum committees where committee members will provide feedback as well. Based on survey results, the District may intervene by providing additional professional development, providing technical assistance etc.

Student work will be shared throughout the school year within the building, at committee meetings and/or at Board of Education meetings. The goal of reviewing student work is to witness the progression of students' technological skills as they progress through the system.

Videos and photos of students and teachers utilizing technology will be viewed and shared so that the District can highlight best practices of technology integration. In addition, videos/photos may be posted to the district website and/or published so that parents and the community at large can be informed of our program and provide us with feedback as well.

It is expected that all investments in education result in higher student academic and social achievement. The Wallkill Central School District monitors students' progress in these areas on a daily basis using both formative and summative assessments. Assessment data is reviewed on an ongoing basis and adjustments to the system are made accordingly.

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III. Action Plan - Goal 1

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Section III - Action Plan

Overview: This section requires specific action steps that will be taken in order to achieve each of the goals presented in Section II of the plan. Each goal will have its own page in the plan. For this page, copy Goal #1, which you listed in Section II, Question 3, and respond to all questions below.

1. Goal #1

GOAL: All learners will have engaging and empowering learning experiences in both formal and informal settings that prepare them to be active, creative, knowledgeable, and ethical participants in our globally connected society.
National Education Technology Plan Update (2017)

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

3. 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"/> Migrant students |
| <input type="checkbox"/> Pre-K-2 | <input type="checkbox"/> Homeless students |
| <input type="checkbox"/> Grades 3-5/6 | <input type="checkbox"/> Economically disadvantaged students |
| <input type="checkbox"/> Middle School | <input type="checkbox"/> Students between the ages of 18-21 |
| <input type="checkbox"/> High School | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Other (please identify in Question 3a, below) |
| <input type="checkbox"/> ELL/MLLs | |

4. List the action steps that correspond to Goal #1 from your answer to Question 1, above.

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Curriculum	Continue to research and add digital resources to our updated curriculum maps that will be aligned to the New York State Next Generation Standards	Assistant Superintendent	N/A	Dec. (12)	2020	\$150,000.00
Action Step 2	Research	Research software that will assist students in gaining non-cognitive competencies (social-emotional learning standards)	Assistant Superintendent	N/A	Dec. (12)	2020	\$5000.00

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III. Action Plan - Goal 1

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
			erintendent				
Action Step 3	Research	Research the use of personalized learning platforms such as the Apex and blended learning opportunities to expand our night school program.	Assistant Superintendent	N/A	June (06)	2019	\$5000.00
Action Step 4	Curriculum	Continue to update our digital citizenship K-8 curriculum maps to include such things as "agency in learning" capacity	Assistant Superintendent	N/A	June (06)	2021	\$10,000.00

5. 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.

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III. Action Plan - Goal 1

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	Curriculum	Begin to map K-8 keyboarding skills and digital competencies per grade level	Assistant Superintendent	N/A	June (06)	2019	\$35,000.00
Action Step 6	Curriculum	Utilize interactive three-dimensional software such as zSpace at the high school to provide our students with transformational learning experiences	Assistant Superintendent	N/A	July (07)	2018	\$100,000.00
Action Step 7	Curriculum	Include technology and software applications when mapping curriculum for senior capstone course. Organize learning objectives around real world challenges and project based learning to show competency with complex concepts and content	Assistant Superintendent	High School Team inclusive of teachers, administrators and curriculum specialists	June (06)	2020	\$10,000.00
Action Step 8	Research	K-8 continue to explore and utilize emerging technologies such as Google Expeditions to provide students opportunities to go on virtual field trips and connect with experts around the world.	Building Principal	(No Response)	June (06)	2021	\$30,000.00

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III. Action Plan - Goal 1

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2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 2

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Section III - Action Plan

Copy Goal #2, which you listed in Section II, Question 3, and respond to all questions below.

1. Goal #2

GOAL: Educators will be supported by technology and professional development opportunities that connects them to people, data, content, resources, expertise, and learning experiences that can empower and inspire them to provide more effective teaching for all learners.

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

5. Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies

3. Target Student Population(s)

- All students
- Pre-K-2
- Grades 3-5/6
- Middle School
- High School
- Students with Disabilities
- ELL/MLLs
- Migrant students
- Homeless students
- Economically disadvantaged students
- Students between the ages of 18-21
- Students who are targeted for dropout prevention or credit recovery programs
- Other (please identify in Question 3a, below)

3a. If 'Other' was selected in Question 3, above, please identify target student population(s).

Teachers and school staff

4. List the action steps that correspond to Goal #2 from your answer to Question 1, above.

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Professional Development	Continue to contract with Ulster BOCES for the use of technology integration specialist personnel assigned to our district to provide professional development and coaching for teachers and staff	Assistant Superintendent	N/A	Dec. (12)	2021	\$300,000.00
Action Step 2	Professional	Continue to build capacity for in district teacher technology leaders to provide	Assistant	N/A	Dec. (12)	2021	\$150,000.00

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 2

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	Professional Development	workshops before, during, and after-school for teachers	Superintendent				
Action Step 3	Professional Development	Provide teachers and staff with technology and online access to effective teaching and learning opportunities through BOCES, Mid-Hudson Teacher Center and other appropriate venues	Assistant Superintendent	N/A	Dec. (12)	2021	\$300,000.00
Action Step 4	Professional Development	Continue to utilize teacher planning days, Superintendent Conference Days, in-district professional days to provide for professional development aligned to the district's technology initiative goals	Assistant Superintendent	N/A	Dec. (12)	2021	\$100,000.00

5. This question is optional.

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

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III. Action Plan - Goal 2

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	Professional Development	Continue to collaborate with SUNY New Paltz to provide for ongoing dialogue about the skills new teachers entering the field require. In addition, continue to plan and implement joint professional development opportunities aligned to ISTE standards	Assistant Superintendent	N/A	Dec. (12)	2021	N/A
Action Step 6	(No Response)	(No Response)	(No Response)	N/A	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(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)	(No Response)

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2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 3

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Section III - Action Plan

Copy Goal # 3, which you listed in Section II, Question 3, and respond to all questions below.

1. Goal #3

GOAL 3: Examine facility and furniture configurations in labs to determine how best to support the use of technology and provide opportunities for students to work in flexible learning environments that promote collaboration, creativity, and communication

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

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

3. Target Student Population(s)

- | | |
|---|---|
| <input checked="" type="checkbox"/> All students | <input type="checkbox"/> Migrant students |
| <input type="checkbox"/> Pre-K-2 | <input type="checkbox"/> Homeless students |
| <input type="checkbox"/> Grades 3-5/6 | <input type="checkbox"/> Economically disadvantaged students |
| <input type="checkbox"/> Middle School | <input type="checkbox"/> Students between the ages of 18-21 |
| <input type="checkbox"/> High School | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Other (please identify in Question 3a, below) |
| <input type="checkbox"/> ELL/MLLs | |

4. List the action steps that correspond to Goal #3 from your answer to Question 1, above.

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 1	Learning Spaces	Rethink the design of physical learning spaces such as our computer labs to accommodate new and expanded learning opportunities in which students create, design, collaborate, build, explore and use technology to consume information.	Assistant Superintendent	N/A	June (06)	2019	\$150,000.00
Action Step 2	Learning Spaces	Have High School team of teachers and staff research active learning and technology-enabled learning models. After research is concluded, have team construct and pilot flexible learning spaces. Provide opportunity for	Assistant Superintendent	N/A	Dec. (12)	2021	\$200,000.00

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III. Action Plan - Goal 3

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
		other teachers in the building to visit and view learning spaces.	ent				
Action Step 3	Learning Spaces	Begin to plan to for High School computer lab space to be reconfiguration so that it will provide space for students to work individually and collaboratively.	Assistant Superintendent	N/A	July (07)	2020	\$250,000.00
Action Step 4	Learning Spaces	Research various ways to utilize the high school classroom space that includes the Cisco board to provide more opportunities for our students to explore blended learning.	Assistant Superintendent	N/A	Dec. (12)	2021	N/A

5. 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.

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III. Action Plan - Goal 3

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 5	(No Response)	(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)	(No Response)
Action Step 7	(No Response)	(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)	(No Response)

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III. Action Plan - Goal 4

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Section III - Action Plan

Copy Goal # 4, which you listed in Section II by responding "Yes" to Question 4, and respond to all questions below.

1. Goal #4

GOAL: All students and educators will have access to a robust and comprehensive infrastructure when and where they need it for learning.

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

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

3. Target Student Population(s)

- All students
- Pre-K-2
- Grades 3-5/6
- Middle School
- High School
- Students with Disabilities
- ELL/MLLs
- Migrant students
- Homeless students
- Economically disadvantaged students
- Students between the ages of 18-21
- Students who are targeted for dropout prevention or credit recovery programs
- Other (please identify in Question 3a, below)

3a. If 'Other' was selected in Question 3, above, please identify target student population(s).

faculty and staff

4. List the action steps that correspond to Goal #4 from your answer to Question 1, above.

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 1	Infrastructure	The District will purchase 750 chrome book devices to support their one to one initiative. The purchase includes devices for both faculty and students.	Director of Technology	N/A	Sept. (09)	2018	265000
Action Step 2	Infrastructure	The District will migrate user's content from on premise to the cloud, allowing users access to their resources anywhere, at anytime.	Director of Technology	N/A	Dec. (12)	2021	N/A

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 4

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 3	N/A	N/A	N/A	N/A	June (06)	2021	N/A
Action Step 4	N/A	N/A	N/A	N/A	June (06)	2021	N/A

5. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #4 from your answer to Question 1, above.

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 5	(No Response)	(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)	(No Response)

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III. Action Plan - Goal 4

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 7	(No Response)	(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)	(No Response)

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IV. NYSED Initiatives Alignment

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Section IV - NYSED Initiatives Alignment

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

The Wallkill Central District is currently in the process of exploring and implementing technology which will enhance the learning environment for all students and provide them with additional learning opportunities: distance learning, virtual learning, personalized learning, and project-based learning are all a part of our vision for our instructional programming. As students mature and move through the grade levels they will begin to not only be consumers of content but to also create content. The professional development that our teachers have been accessing utilizing the SAMR model is assisting them with creating and engaging students in lessons in which they apply technology in such a way that it connects with students' interest and helps them achieve their learning goals. Teachers are also able to connect their students with experts around the world to expand their perspectives and create alternative learning experiences. Our teachers and staff will be co-learners along side students as we make this pedagogical transition. Our technology and improved instructional approach to teaching and learning, along with our creation of flexible learning spaces, will provide our students with opportunities that will give them a distinct advantage when they graduate from our district and move onto post secondary education and/or career.

- 2. 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 curriculum. Describe how instruction is differentiated using technology to support the individualized learning needs of this student group.**

Instruction is differentiated using technology to support individualized learning in a variety of ways such as: Using Chromebooks to differentiate reading levels for students for their textbooks, speech to text software, text to speech software, Co-Writer, word prediction software and other various apps. The technology also helps organize students written responses as well as organizing work that is due for classes. The use of the Smartboards and Chromebooks enhances learning through the visual and auditory modalities.

- 3. How does the district utilize technology to address the needs of Students with Disabilities to ensure equitable access to instruction, materials, and assessments? Check all that apply.**

- 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.
- 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 3a, below)

- 4. 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 their student language and content learning with the use of technology. Check all that apply.**

- | | |
|---|---|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Using technology to increase options 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 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 4a, below) |

2018-2021 Instructional Technology Plan - 2018

IV. NYSED Initiatives Alignment

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5. **How does the district utilize technology to address the needs of English Language Learners/Multilingual Learners to ensure equitable access to instruction, materials, and assessments? Check all that apply.**

- 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/MLL 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 5a, below)

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

Yes

6a. **If Yes, check one.**

In the 5 most spoken languages in the district

6b. **If 'Other' was selected in 6a, above, please explain here.**

(No Response)

7. **Please select the professional development that will be offered to teachers of English language learners/multilingual learners that will enable them to differentiate learning and to increase their student language and content learning with the use of technology. Check all that apply.**

- | | |
|---|---|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input checked="" type="checkbox"/> Technology to support writers in the Secondary classroom | <input checked="" type="checkbox"/> Electronic communication and collaboration |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital word | <input checked="" type="checkbox"/> Promotion and model digital citizenship and responsibility |
| <input checked="" type="checkbox"/> Writing and technology workshop for teachers | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Enhancing Children's Vocabulary Development with technology | <input checked="" type="checkbox"/> Web authoring tools |
| <input type="checkbox"/> Writer's workshop in the Bilingual classroom | <input checked="" type="checkbox"/> Helping students connect with the world |
| <input checked="" type="checkbox"/> Reading strategies for English Language Learners | <input checked="" 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 checked="" type="checkbox"/> The power of technology to support language acquisition | <input type="checkbox"/> Other (please identify in Question 7a, below) |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the language classroom | |

2018-2021 Instructional Technology Plan - 2018IV. NYSED Initiatives Alignment

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8. How does the district use instructional technology to facilitate culturally-responsive instruction and learning environments?

- 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.
- The district does not use instructional technology to facilitate culturally responsive instruction.
- Other (please identify in Question 8a, below)

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

2018-2021 Instructional Technology Plan - 2018

V. Administrative Management Plan

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Section V - Administrative Management Plan

1. Staff Plan

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional support	2.00
Technical Support	4.80
Totals:	7.80

2. Investment Plan

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
1	End User Computing Devices	N/A	265,000	One-Time	<input checked="" 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 Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	Instructional and Administrative Software	N/A	110,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input checked="" type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional	N/A

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V. Administrative Management Plan

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	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
					<input type="checkbox"/> Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Professional Development	N/A	1,285,000	Annual	<input checked="" 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 Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	Other (please identify in next column, to the right)	Furniture/remodeling	400,000	N/A	<input checked="" 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 Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next	N/A

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V. Administrative Management Plan

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	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
					<input type="checkbox"/> column, to the right) <input checked="" type="checkbox"/> N/A	
Totals:			2,060,000			

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 (There are no non-public schools in the district)

4. **Please indicate whether or not the district has a public website.**

The district has a public website.

4a. **Provide the URL of the district's public website.**

www.wallkillcsd.k12.ny.us

5. **Please indicate whether or not the district has assigned a specific person with responsibility for Information Security.**

Yes

5a.

If 'Yes' was selected in Question 5 above, please identify the responsible person's title.

Director of Technology

6. **Please indicate whether or not the district has assigned a specific person with responsibility for Information Privacy.**

No

7. **Has a district-wide information security and/or privacy audit ever been performed in the district?**

No

8. **Does the school district provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms?**

Yes

9. **Does the school district provide for educating minors about cyberbullying awareness and response?**

Yes

10. **Does the district have an Internet Safety Policy?**

Yes, and I will upload the policy.

10a. **Please upload the district's Internet Safety Policy.**

8275 Internet Safety Internet Content Filtering Policy.pdf
8274 Acceptable Internet Use.pdf

2018-2021 Instructional Technology Plan - 2018

V. Administrative Management Plan

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11. Does the district have a Cyberbullying Policy?

No. The district does not have such a policy.

12. Does the district have a Parents' Bill of Rights for Data Privacy and Security?

Yes, the district does have a Parents' Bill of Rights for Data Privacy and Security, but it is not posted online. I will upload it.

12c. Please upload the district's Parents' Bill of Rights for Data Privacy and Security.

Parent Bill of Rights.doc

12d. What year was the Parents' Bill of Rights for Data Privacy and Security policy first made available to the public?

2017

13. Does the district have an information breach policy that addresses the district's planned response to an information breach?

No. The district does not have such a policy.

14. Provide a direct link to the district's technology plan as posted on the district's website.

<https://www.wallkillcsd.k12.ny.us/Page/676>

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

2018-2021 Instructional Technology Plan - 2018

VI - Sharing Innovative Educational Technology Programs

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Sharing Innovative Educational Technology Programs

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 category that is not on the list.

<input checked="" type="checkbox"/> Active Learning Spaces/Makerspaces	<input checked="" type="checkbox"/> Policy, Planning, and Leadership
<input type="checkbox"/> Culturally Responsive Instruction with Technology	<input type="checkbox"/> Privacy and Security
<input checked="" type="checkbox"/> Device Planning and Implementation (1:1; BYOD)	<input type="checkbox"/> Professional Learning
<input checked="" type="checkbox"/> Digital Citizenship	<input type="checkbox"/> Project-based Learning
<input checked="" type="checkbox"/> Infrastructure	<input type="checkbox"/> Other Topic A
<input type="checkbox"/> OER and Digital Curriculum	<input type="checkbox"/> Other Topic B
<input type="checkbox"/> Personalized Learning	<input type="checkbox"/> Other Topic C
<input type="checkbox"/> Pilots and Proof of Concept	

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	E-mail address	Innovative Programs. Check all that apply.
Please complete all columns.	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <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 in order to obtain more information about the innovative program(s) at your district.

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	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <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"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum

2018-2021 Instructional Technology Plan - 2018

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	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				<input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <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"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <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"/> Active Learning

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VI - Sharing Innovative Educational Technology Programs

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	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <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"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning

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	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				<input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

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