

2018-2021 Instructional Technology Plan - Annually - 2018**I. District LEA Information**

Section I - District LEA Information

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

Gina Talbert

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

Section II - Strategic Technology Planning

1. What is the overall district mission?

The Mission of the Wyandanch Union Free School is to empower each student with courage, skills and knowledge necessary to become a creative thinker and lifelong learner committed to pursuing his/her goals and contributing to the technologically advancing global community, through a rigorous, diverse, student-centered curriculum in a safe, aesthetic environment facilitated by a caring, dedicated staff in collaboration with parents and community.

The primary objective of public education involves three tasks: first, to develop in each student proficient communication skills; second, to acquaint the student with those facts, ideologies and techniques upon which modern cultures have been built; and third, to foster in each student the desire to arrive at independent conclusions after an open-minded consideration of all available information. Our schools have an equal responsibility with the home, church, and community to reinforce those moral, spiritual, and patriotic values upon which our own culture has been built.

We will provide programs that emphasize the lifelong skills necessary to continue learning, communicate clearly, solve problems, use information and technology effectively, and enjoy productive employment.

Wyandanch Schools will prepare students of all ages to meet at the best of their abilities, the academic, social, civic, and employment needs of the 21st century.

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

Technology is one of the essential tools used to allow children the ability to acquire necessary knowledge and 21st century skills to be utilized in the present and future. Incorporated technology across the curriculum will enhance student learning by providing an instrument in problem solving, communication and creativity. The WUFSD learning environment will embrace technology by teaching technology, teaching with technology and encouraging students to apply learned technology through everyday life.

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

	List Goals
Goal 1	To review and revise the instructional technology Vision and goals to support student achievement and engagement through the integration of Technology into teaching and learning.
Goal 2	To provide access to relevant professional development to support staff around the integration of technology to increase student achievement and engagement.
Goal 3	To implement a 1:1 computing program for HS students in the 2018-21 school years to provide an equitable environment for learning with access to 24/7 accessible content.

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

No

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.

The instructional technology plan has been created with input from teachers involved in various technology roles in the school district, in addition to administrators, and community members. A variety of meetings were conducted as each part of the plan was described. These meetings consisted of: large and small group meetings, interviews, and phone calls. We also conducted surveys from the teachers to help us plan professional development. The instructional technology planning committee includes teachers, administrators, and community members from across the school community. They include: librarians from the elementary, middle and high school including two media specialists and a computer teacher; Sharon Wilson, the IT Project Coordinator; Izett Thomas, Curriculum Associate for STEAM; Christine Jordan, Director of Math and Science; Margaret Guarneri, Director of ELA and Second Language Acquisition; Dianna Rivera, Curriculum Associate for RTI; Ms. Gina Talbert, Assistant Superintendent of Curriculum and Instruction; Noel Rios, Assistant Principal for the High School; Ms. Woodley and Mr. Tue; assistant principals of the middle school; and Dr. Habersham and Ms. Rice, assistant principals at the elementary school; Joshua Furnell, teacher, Laurie Rodriguez, parent.

2018-2021 Instructional Technology Plan - Annually - 2018**II. Strategic Technology Planning**

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

Professional development is an integral reason our teachers continue to improve instruction, therefore, a combination of professional development provided in-house and from outside the district is important as we look to continue to build capacity. In order to provide

- 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.**

Instructional technology goals will be measured and evaluated during the implementation using a combination of self-reported survey data and walkthroughs and
SAMR Rubric
Observation checklist

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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III. Action Plan - Goal 1

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

To review and revise the instructional technology Vision and goals to support student achievement and engagement through the integration of Technology into teaching and learning.

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

1. Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning

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

- | | |
|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> All students | <input type="checkbox"/> Migrant students |
| <input checked="" type="checkbox"/> Pre-K-2 | <input type="checkbox"/> Homeless students |
| <input checked="" type="checkbox"/> Grades 3-5/6 | <input checked="" type="checkbox"/> Economically disadvantaged students |
| <input checked="" type="checkbox"/> Middle School | <input type="checkbox"/> Students between the ages of 18-21 |
| <input checked="" type="checkbox"/> High School | <input checked="" type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input checked="" type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Other (please identify in Question 3a, below) |
| <input checked="" 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	Staffing	Assemble a new technology committee. Anticipated cost is to pay teachers to attend afterschool meetings. <ul style="list-style-type: none"> 8 teachers * 35/hr * 2 meetings to determine interest in the technology committee and confirm participation. 	Assistant Superintendent	N/A	Oct. (10)	2018	560.00
Action Step 2	Collaboration	Committee will review and revise the current instructional technology Vision with input from Stakeholders: students, staff, administrators, parents. <ul style="list-style-type: none"> Generate a new vision statement for instructional technology via surveys 	Assistant Superintendent	N/A	Dec. (12)	2018	560.00

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III. Action Plan - Goal 1

	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
		and afterschool meetings. • 8 teachers * 35/hr * 2 meetings	ent				
Action Step 3	Research	Research and select a survey tool that will guide district plans to implement instructional technology goals. Estimated cost for the survey tool is • BrightBytes • LoTI 8 teachers * 35/hr * 2 meetings	Other (please identify in next column, to the right)	Technology Committee	March (03)	2019	8060
Action Step 4	Collaboration	Review the data from the survey tool to determine the top three instructional goals 8 teachers * 35/hr * 2 meetings	Other (please identify in next column, to the right)	Technology Committee	June (06)	2019	560.00

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

	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	Policy/Protocols	Review existing board policies related to the use of technology for instructional purposes and recommend revision if necessary. • 8 teachers * 35/hr * 2 meetings	Assistant Superintendent	(No Response)	May (05)	2019	560.00
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 2

Section III - Action Plan

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

1. Goal #2

To provide access to relevant professional development to support staff around the integration of technology to increase student achievement and engagement.

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)

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

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	Planning	Conduct walkthroughs of 70 classrooms in core subject areas the Elementary, Middle and High School with principals and/or assistant principals, and an instructional technology integration specialist to determine the level of SAMR integration in the classroom. This observation will serve as a basis for selecting teachers that can create "21st-century model classrooms". With this information, other needs assessments, and principal observations, a list of priority areas will be created to determine focus areas for instructional	Other (please identify in next column, to the right)	Curriculum Associate for STEAM	Oct. (10)	2018	6000.00

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III. Action Plan - Goal 2

	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
		<p>technology professional development.</p> <ul style="list-style-type: none"> Director of ELA and English Acquisition, Director of Math and Science, Curriculum Associate for RTI, Curriculum Associate for STEAM, Assistant Superintendent of Curriculum and Instruction, Technology Coordinator, instructional technology specialist <p>Some priority areas of how technology can support areas of instruction include: differentiation, language acquisition, reading, writing, and speaking supports, formative assessment, etc.</p> <p>4 days * 1500</p>					
Action Step 2	Professional Development	<p>Based on:</p> <ul style="list-style-type: none"> digital skills fluency the need for instructional shift and potential good instructional practices and interest, <p>14 teachers will be selected to become "21st-century model classrooms" in order to share effective instructional technologies practices with others. In addition, 3 administrators will be selected to receive individualized support on how to support their teachers in the implementation of technology and the SAMR model.</p> <p>Provide 1:1 job-embedded coaching in the classroom, individualized professional development as well as group professional development around</p>	Other (please identify in next column, to the right)	Curriculum Associate for STEAM	Oct. (10)	2018	45000.00

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III. Action Plan - Goal 2

	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
		tools and strategies to integrate technology in the classroom. 30 days * 1500/day					
Action Step 3	Evaluation	Conduct walkthroughs of the 14 "21st-century model classrooms" throughout the district with an administrator and the instructional technology integration specialist to determine the level of SAMR integration after professional development. Evaluate "glows" and "grows" to determine continuing support. 2 days * 1500/day	Other (please identify in next column, to the right)	Curriculum Associate for STEAM	Jan. (01)	2019	3000
Action Step 4	Professional Development	Continue to provide 1:1 job-embedded coaching in the classroom, individualized professional development as well as group professional development around tools and strategies to integrate technology in the classroom. 50 days * 1500/day	Other (please identify in next column, to the right)	Curriculum Associate for STEAM	Jan. (01)	2019	75000.00

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

	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	Evaluation	Conduct end-of-year walkthroughs of the 14 "21st-century model classrooms" throughout the district with members of the cohort, administrators, members of the technology committee and the instructional technology integration specialist to celebrate teacher growth and student work. 2 days of celebration walkthroughs 2 days of walkthroughs to determine SAMR instruction and continuing support. 4 days of 1500/day	Other (please identify in next column, to the right)	Curriculum Associate of STEAM	June (06)	2019	6000.00
Action Step 6	Professional Development	Year 2 Add an additional 20 teachers and 5 administrators to the "21st-century model classroom" cohort across all subject areas to support and integrate technology to support instruction. Continue to support the initial 14 model classroom teachers and 3 administrators. Continue to provide 1:1 job-embedded coaching in the classroom, individualized professional development as well as group professional development around tools and strategies to integrate technology in the classroom. Provide support to "21st-century model classroom" teachers and administrators to be able to support others. 5 teachers and 2 administrators (estimated) will be selected to share best practices and train other teachers and administrators in their respective schools. Teachers will receive a stipend for their time in order to maximize building capacity and provide a level of sustainability.	Other (please identify in next column, to the right)	Curriculum Associate for STEAM	September (09)	2019	123500

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III. Action Plan - Goal 2

	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
		Est stipend: 35/hour * 5 * 20 hours 80 days of PD * 1500 throughout the year					
Action Step 7	Evaluation	Conduct two walkthroughs of the 34 "21st-century model classrooms" throughout the district with an administrator and the instructional technology integration specialist to determine the level of SAMR integration after professional development. Evaluate "glows" and "grows" to determine continuing support. 8 days * 1500/day January 2020 (mid-year walkthrough) and June 2020 (end-of-year walkthrough)	Other (please identify in next column, to the right)	Curriculum Associate for STEAM	Jan. (01)	2020	12000.00
Action Step 8	Implementation	Year 3 Increase opportunities for all teachers to do walkthroughs of model classrooms to view best practices. Conduct tiered professional development to address different levels of technology integration understanding among staff, to prepare teachers for a 1:1 computing model. Provide professional development for staff selected to be mentors to support building teachers. Build in a stipend for these teachers. 10 teachers * 35 * 20 hours 80 days of PD * 1500/year ----- Conduct two walkthroughs of a random set of classrooms and "21st-century model classrooms" throughout the district with an administrator and the instructional technology integration specialist to determine the level of SAMR	Assistant Superintendent	(No Response)	Sept. (09)	2020	139000

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III. Action Plan - Goal 2

	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
		integration after professional development. Evaluate "glows" and "grows" to determine continuing support. 8 days * 1500/day January 2021 (mid-year walkthrough) and June 2021 (end-of-year walkthrough)					

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III. Action Plan - Goal 3

Section III - Action Plan

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

1. Goal #3

Implement a 1:1 computing program for all HS students in the 2018-21 school year starting with 9th and 10th grade. This year, this pilot program will provide the district with information on successful practices to support a more inclusive and district-wide 1:1 implementation. The primary goal of the 1:1 program is to provide equitable access to digital materials and tools for all students to support learning. This goal of providing access to digital tools and materials will support inclusive classrooms by being able to provide materials in different formats for learning, i.e. digital text, audio, video, blended learning, online learning and different ways for students to demonstrate knowledge.

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 type="checkbox"/> All students | <input checked="" type="checkbox"/> Migrant students |
| <input checked="" type="checkbox"/> Pre-K-2 | <input checked="" type="checkbox"/> Homeless students |
| <input checked="" type="checkbox"/> Grades 3-5/6 | <input checked="" type="checkbox"/> Economically disadvantaged students |
| <input checked="" type="checkbox"/> Middle School | <input checked="" type="checkbox"/> Students between the ages of 18-21 |
| <input checked="" type="checkbox"/> High School | <input checked="" type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input checked="" type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Other (please identify in Question 3a, below) |
| <input checked="" 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	Planning	Create a plan for a pilot program of 1:1 for 9th and 10th grade teachers and students. Review best practices for implementing a 1:1 device learning program and put together a plan of action for years 1-3 with detail for year 1. Support leaders by providing time for: attending local, regional and national conferences related to instructional technology; instructional technology BOCES meetings outside the	Assistant Superintendent	N/A	Dec. (12)	2018	20000

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III. Action Plan - Goal 3

	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
		district, and in-district leadership professional development.					
Action Step 2	Purchasing	Purchase Chromebook licenses, carts, insurance, and accessories related to a 2018-19 9th and 10th grade 1:1 pilot.	Director of Technology	N/A	Dec. (12)	2018	26000
Action Step 3	Policy/Procedures	Review and update all policies related to the implementation of a 1:1 device learning program at Wyandanch High School. Review and update procedures related to a 1:1 device learning program at Wyandanch High School.	Assistant Superintendent	N/A	March (03)	2019	7500
Action Step 4	Planning	Communicate information about the 1:1 device learning program to HS staff, parents, students and administrators. Create communication documents, PR services.	Assistant Superintendent	N/A	Oct. (10)	2018	5000

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

	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	Professional Development	<p>Leadership planning and professional development.</p> <p>Leaders will attend professional development sessions to help them understand levels of technology integration, how to support teachers and staff learning to use technology and what criteria to use when observing classrooms.</p> <p>Leaders will also be given professional development on what makes a 1:1 device learning program successful including:</p> <ul style="list-style-type: none"> having a clear vision communicating the vision, expectations, and policies to staff, parents, and students having clear expectations addressing accountability evaluating lessons setting criteria for evaluating the program <p>Professional development will begin in August and continue through Jan with periodic check-ins with administrators to continue support.</p>	Assistant Superintendent	N/A	Jan. (01)	2019	15000
Action Step 6	Implementation	<p>Implement the use of 1:1 devices in the 9th and 10th grade for students via carts in classrooms. Introduce the devices to 9th and 10th grade students.</p> <p>Evaluate the program's effectiveness based on criteria. Review and modify plan for Y2 (school year 2019-20)</p>	Building Principal	N/A	March (03)	2019	30000
Action Step 7	Implementation	<p>Continue 1:1 program for incoming 9th graders. Purchase and professional development support for teachers in 11th grade and continued support for 9th and 10th grade teachers and administrators. Implementation and evaluation as in other years.</p>	Assistant Superintendent	N/A	June (06)	2020	150000

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III. Action Plan - Goal 3

	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 8	Implementation	Continue 1:1 program for incoming 9th graders. Purchase and professional development support for teachers in 12th grade and continued support for 9th, 10th and 11th grade teachers and administrators. Implementation and evaluation as in other years.	Assistant Superintendent	N/A	June (06)	2021	150000

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

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 district's 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 through the use of technology for:

- differentiated instruction
- content delivery in different formats
- varying the types of assessment offered for students to demonstrate what they know
- varying the reading levels for text used in instruction
- web literacy
- understand effective research practices
- blended learning opportunities
- provide students with opportunities to learn in their own time, place, path and pace
- support struggling and accelerated students so they can work at their own pace
- integration strategies
- helping ELLs with language difficulty, reading, and writing
- helping SwD with organization, processing, reading, and writing
- supporting struggling students

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 for students with disabilities is supported with technology through a combination of:

- teaching strategies including differentiation
- varying reading levels using Read180
- software: including Read180, OdysseyWare, BrainPoP, MobyMax, Flocabulary
- communication technology to communicate with the teacher and their parents, for example, iPads with Prologue2Go, PECS
- assistive technologies like assistive listening devices and assistive vision devices to assist with vision problems
- Technologies to support students with physical disabilities like special chairs to help students get up easily, etc.
- Read aloud software, Read and Write for Google Chrome, Chrome extensions for students who have computers using Google Apps for Education
- using technology
- audio files for reading text (in novels, for example)
- using videos with closed captioning
- use of the Smartboard to support text with images
- use of simulations to offer interactive opportunities for students with limited abilities
- use of Google Apps for Education to assist in collaborative activities

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)

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IV. NYSED Initiatives Alignment

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 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 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 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) |

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)

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IV. NYSED Initiatives Alignment

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 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 checked="" 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 | |

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.

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V. Administrative Management Plan

Section V - Administrative Management Plan

1. Staff Plan

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

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	Network and Infrastructure	N/A	250,000	One-Time	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	Peripheral Devices	N/A	100,000	One-Time	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools	N/A

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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"/> Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	End User Computing Devices	N/A	100,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	End User Computing Devices	N/A	200,000	One-Time	<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 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
Totals:			650,000			

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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.

<https://www.wyandanch.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.

IT Coordinator

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

Yes

- 6a. If 'Yes' was selected in Question 6 above, please identify the responsible person's title.

IT Coordinator

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 provide the URL to the policy.

- 10b. Please provide the URL to the district's Internet Safety Policy.

https://www.wyandanch.k12.ny.us/cms/lib/NY02212272/Centricity/Domain/32/Internet_Safety.pdf

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, and I will provide the URL to the Parents' Bill of Rights for Data Privacy and Security.

- 12a. What year was the Parents' Bill of Rights for Data Privacy and Security policy first posted?

2014

- 12b. Please provide the URL to the district's Parents' Bill of Rights for Data Privacy and Security.

https://www.wyandanch.k12.ny.us/cms/lib/NY02212272/Centricity/Domain/45/Parents_Bill_of_Rights.pdf

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- 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.wyandanch.k12.ny.us/cms/lib/NY02212272/Centricity/Domain/32/Instructional_Technology_Plan_2016_revision.pdf

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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VI - Sharing Innovative Educational Technology Programs

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 type="checkbox"/> Active Learning Spaces/Makerspaces | <input type="checkbox"/> Policy, Planning, and Leadership |
| <input type="checkbox"/> Culturally Responsive Instruction with Technology | <input type="checkbox"/> Privacy and Security |
| <input 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.	Sharin Wilson	IT project Coordinator	Shwilson@wufsd.net	<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 checked="" type="checkbox"/> Digital Citizenship <input checked="" 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 <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
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

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VI - Sharing Innovative Educational Technology Programs

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				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 <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and

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	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				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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