Section I - District LEA Information

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

    Patrick Pomerville

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

    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.

Section II - Strategic Technology Planning

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

> The Waterford-Halfmoon Union Free School District is a partnership of school, parents and community dedicated to the goal of providing an excellent education for all of our students. Our mission is to ensure that all students develop and demonstrate the knowledge, skills, abilities and character needed to live useful, productive and rewarding lives.

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

> Our mission is to ensure that every student develops the essential skills, knowledge and personal characteristics needed to become productive global citizens in a world that's dependent upon technology and its inherent resources. We strive to inspire students to be life-long learners in a society where technology is integral to most business and personal activities by creating a challenging and developmentally appropriate learning environment that integrates technology across all the curricular areas and where all students have equitable access to technology.

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

	List Goals
Goal 1	**1. Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.(1) This will be accomplished through**: a.Fostering a culture where students take ownership of their learning goals and outcomes in both independent and group settings.(2) b.Managing the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.(3) c. Creating learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.(4) d. Modeling and nurturing creativity and creative expression to communicate ideas, knowledge or connections.(5) _____ (1-5); ISTE Standards for Educators; https://www.iste.org/standards/for-educators#startstandards
Goal 2	**2. Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.(1)This will be achieved by our students:** a. Planning and employing effective research strategies to locate information and other resources for their intellectual or creative pursuits.(2) b. Evaluating the accuracy, perspective, credibility and relevance of information, media, data or other resources.(3) c. Curating information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.(4) d. Building knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.(5) _____ (1-5); ISTE Standards for Educators; https://www.iste.org/standards/for-educators#startstandards
Goal 3	**3. Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. (1)This will be accomplished by our student through**: a. Using digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.(2) b. Using collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.(3) c.Contributing constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.(4) d. Exploring local and global issues and use collaborative technologies to work with others to investigate

	List Goals
	solutions.(5)
	_____
	(1-5); ISTE Standards for Educators; https://www.iste.org/standards/for-educators#startstandards

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

Yes

4a. **List Goal #4**

4. Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.This will be accomplished by our student through:
a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
b. Students build networks and customize their learning environments in ways that support the learning process.
c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

_____

(1-5); ISTE Standards for Students; https://www.iste.org/standards/for-educators#startstandards

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

Yes

5a. **List Goal #5**

5. Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.
a. Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
b. Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
d. Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

_____

(1-5); ISTE Standards for Students; https://www.iste.org/standards/for-educators#startstandards

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 Waterford-Halfmoon Union Free School District's Technology Committee was used in the planning process for developing the district's comprehensive instructional technology plan. The technology team consists of administration, teaching staff, district level network managers, district business manager, Board of Education members and parents from the community. The committee meets on a monthly basis and reviews the progress made on the technology plan and makes suggestions and revisions as the group works towards the final project.

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

2018-2019 Professional Development

Summer PD:

Topics:

- New Teacher Technology Orientation
- 1:1 Chromebook Initiative Support
- New Flat Panel Use for the Classroom
- Help Desk Network Support

Superintendent's Conference Days:

Topics:

- Google Classroom:The Essentials
- Technology Survey Completion: All staff
- Technology Archive Development: Sharing Our Resources
- Teaching Digital Citizenship
- Using iReady to support RtI

Conference/workshop presentations:

CISCO Training for staff

Cyberbullying Awareness

2019-2020 Professional Development

Summer PD:

Topics:

- New Teacher Technology Orientation
- Using Chromebooks to enhance student achievement
- Help Desk Network Support
- Makerspace and Coding Exploration
- Creating Digital Assessment for student evaluation

Superintendent's Conference Days:

Topics:

- Acceptable Use Policy Updates
- G Suite for Educators
- Mobile Devices in the classroom
- Cyberbullying
- Reviewing K-6 and 7-12 Educational Software
- District Data Management Tools
- iReady Updates for K-6
- Creation of Students' Scope and Sequence of Technology Skills guide document

Conference/workshop presentations:

Topics:

- Helping students manage reliable resources
- Digital Literacy for students
- Accessing World Cultures through the Internet

2020-2021 Professional Development

Summer PD:

Topics:

- New Teacher Technology Orientation
- Students' Scope and Sequence of Technology Skills guide document
- Help Desk Network Support
- Accessing World Cultures through the Internet
- Accessing our Makerspace

Superintendent's Conference Days:

Topics:

- Understanding WHUFSD's Students' Scope and Sequence of Technology Skills
- Beyond G Suite for Educators

- Assessing Digital Literacy
- Supporting Next Generation Standards with technology
- Makerspace Exploration for staff

Conference/workshop presentations:

Topics:

- Next Generation Standards and Technology

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.**

Goals will be measured in the following ways:

- The District Technology Committee with meet monthly to review all on-going goals and review any staff and student feedback on goal progress.
- A District-Wide Survey will be created to assess staff technology awareness and ability levels to help support future professional development and on-going realignment of district technology goals. (Potential: BrightBytes Survey)
- District Technology Team will create Key Performance Indicators for students that align with students' scope/sequence of digital literacy skills(Potential: Learning.com)
- District will use NYS assessment data to help measure student achievement to help inform instruction on how to move forward and have our educational technology initiatives support improved student achievement. Each fall the District Technology team with work with WSWHE BOCES School Improvement specialists to devise plan for using data to support student achievement.

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

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**

1. Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.(1) This will be accomplished through:

a.Fostering a culture where students take ownership of their learning goals and outcomes in both independent and group settings.(2)

b.Managing the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.(3)

c. Creating learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.(4)

d. Modeling and nurturing creativity and creative expression to communicate ideas, knowledge or connections.(5)

_____

(1-5); ISTE Standards for Educators; https://www.iste.org/standards/for-educators#startstandards

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.**

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

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	Implementation	Using Google Classroom as educators.	Classroom Teacher	N/A	Sept. (09)	2018	n/a
Action Step 2	Curriculu	CISCO offering elective courses for students; hardware and networking	Building	N/A	Sept.	2019	$10,000

	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
	m		Principal		(09)		
Action Step 3	Collaboration	Create opportunities to compete in 3-8 STEM initiative technology competitions as well as in-school STEM exploration.	Superintendent	N/A	June (06)	2019	$10,000
Action Step 4	Curriculum	Professional development for software and programs for educators to use with students to enhance learning.	Curriculum and Instruction Leader	N/A	June (06)	2020	$5,000

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.

	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	Creation of problem solving activities for students to solve. Students need to use	Classroom	N/A	June	2021	$5,000

	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
	m	technology and teamwork to solve academic challenges.	m Teacher		(06)		
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)

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

Section III - Action Plan

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

1. **Goal #2**

   2. Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.(1)This will be achieved by our students:

   a. Planning and employing effective research strategies to locate information and other resources for their intellectual or creative pursuits.(2)

   b. Evaluating the accuracy, perspective, credibility and relevance of information, media, data or other resources.(3)

   c. Curating information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.(4)

   d. Building knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.(5)

   _____

   (1-5); ISTE Standards for Educators; https://www.iste.org/standards/for-educators#startstandards

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)**

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

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	Curriculum	Teach students how to recognize and use reliable sources.	Library Media Specialist	N/A	June (06)	2019	n/a

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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
Action Step 2	Collaboration	Creation of STEM opportunities through creation of a Maker Space, technology clubs and other STEM based activities.	Curriculum and Instruction Leader	N/A	June (06)	2020	$10,000
Action Step 3	Curriculum	Create and offer classes in logic and coding instruction.This could include the creation of new classes or implementation through after-school clubs, and/or Makerspace initiatives.	Curriculum and Instruction Leader	N/A	June (06)	2020	$5,000
Action Step 4	Curriculum	District will preview and purchase educational software that will support improved student outcomes in the core subject areas such as math, science, social studies, and English. An emphasis will be on finding software that has an evaluation component that provides educators with feedback for progress monitoring potential.	Classroom Teacher	N/A	June (06)	2021	$5,000

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.

	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	(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)

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

Section III - Action Plan

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

1.   **Goal #3**

3. Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. (1)This will be accomplished by our educators through:

1. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.

2. Pursue professional interests by creating and actively participating in local and global learning networks.

3. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.

_____

(1-5); ISTE Standards for Educators; https://www.iste.org/standards/for-educators#

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

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	Professional Development	BOCES education technology and model school professional development. WSWHE BOCES currently provides professional development as well as program review for our educational leaders and instruction. Our district will utilize the expertise of the BOCES professionals to help support our goal of creating a valid scope/sequence	Superintendent	N/A	June (06)	2019	$20,000

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
		of technology skills that we can use to help support our students. This may involve increasing the amount of services needed for our District. Professional development from BOCES in the areas of Model Schools and School Improvement Services would be areas important to this goal development.					
Action Step 2	Professional Development	Create a Educational Technologist position and fill with a Teacher on Special Assignment. This person will support teachers' efforts to enhance student learning with the use of technology enhancements. This person will also offer before and after school PD.	Building Principal	N/A	Sept. (09)	2018	$10,000
Action Step 3	Collaboration	District will create a resource archive for peers where they can access materials, share materials etc... from other peers in the building to help support idea sharing that will improve classroom instruction.	Curriculum and Instruction Leader	N/A	June (06)	2020	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 #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.	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)

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

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**

4. Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.This will be accomplished by our student through:
a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
b. Students build networks and customize their learning environments in ways that support the learning process.
c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

_____

(1-5); ISTE Standards for Students; https://www.iste.org/standards/for-educators#startstandards

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

2. Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning

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)

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	Evaluation	A specific guide will be created for all levels from K-12 that will identify all technology skills to be introduced and mastered by the Waterford-Halfmoon students. The District Technology Team will identify all skills essential to student digital literacy and include these skills in	Curriculum and Instruction	N/A	June (06)	2020	$5,000

	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
		its document. The team will research best practices for such a technology literacy guideline and use the information gained to create this document. The document will include grade levels, technology skills, and assessment techniques and assignments used to evaluate the mastery of these skills by our students.	Leader				
Action Step 2	Professional Development	Develop list of applications and available software and place in a teacher accessible technology folder.	Instructional Technology Coach	N/A	June (06)	2019	N/A
Action Step 3	Evaluation	Incorporate and teach students how to be assessed using technology and how to access peers appropriately using technology.	Library Media Specialist	N/A	June (06)	2020	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)
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)

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

Section III - Action Plan

Copy Goal # 5, which you listed in Section II by responding "Yes" to Question 5, and respond to all questions below.

1.   **Goal #5**

5. Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.
a. Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
b. Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
d. Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

_____

(1-5); ISTE Standards for Students; https://www.iste.org/standards/for-educators#startstandards

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)**

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

4.   **List the action steps that correspond to Goal #5 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	Policy/Protocols	Maintain and update all policies and rights, etc. District-wide review of Internet Use Policy. These topics/categories include: • Student Use of Computerized Information Resources	Superintendent	N/A	June (06)	2019	N/A

	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
		• Access to Inappropriate Content/Materials and Use of Personal Technology or Electronic Devices • Standards of Acceptable Use • Internet Safety/Internet Content Filtering Policy • Computer Network for Education					
Action Step 2	Curriculum	Cyberbullying training and information using posters and displays to increase awareness for all students. Students will be provided specific instruction during their computer lab time in the K-6 building regarding cyberbullying and how to be a responsible user of the internet and other social media sources. Specific lessons will be developed during the school year and during summer curriculum writing opportunities. The students in 7-12 will participate in various assemblies each year that will engage dynamic and professional speakers on the responsibility of ethical internet and social media use and the dangers of cyberbullying. NYS Health Education will be a resource for the 7-12 Health Teacher to also review and develop lessons to address cyberbullying in the health education classroom. The District will use educational websites such as stopbullying.gov for the purposes of helping to develop the lessons to be used for student instruction.	Building Principal	N/A	June (06)	2019	N/A
Action Step 3	Curriculum	Provide opportunities for students to access the world and cultures through the use of technology.	Classroom Tea	N/A	June (06)	2020	N/A

	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
			cher				
Action Step 4	Curriculum	Create and implement the teaching of digital citizenship to all students in units of instruction in all grade levels.	Curriculum and Instruction Leader	N/A	June (06)	2019	$5,000

5.   **This question is optional.**
      If more action steps are needed, continue to list the action steps that correspond to Goal #5 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 5

	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
	se)		se)		se)	se)	
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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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.**

   Student achievement at Waterford-Halfmoon UFSD is one of our top priorities. During the 2017-2018 school year, the district called upon the district level Technology Committee to begin creation of the 2018-2021 District Technology Plan. This committee contained members that represented administration, teaching, technology and district level administration. Several members were also representatives of the district level Curriculum Committee. This collaboration of team members drafted a comprehensive Technology Plan based on the simple concept that technology should be used to enhance the learning experience. Technology should not stand alone solely for the sake of technology. Working with this premise, the team created every goal with the end in mind. Each goal has been drafted to provide support to either teachers of students directly so their educational experience is enhanced by the use of technology. Professional development has been designed to move all teachers forward with their technology skills and these skills are based on improving their instruction which will directly impact student achievement and help support or efforts to maintain rigorous academic standards. An example of this in our plan is the creation of a scope and sequence of skills, by grade level, that all students must master within the use of technology. This evaluation system will allow us to evaluate our students on their knowledge base and give us data on how to support students that need additional support to move forward. Our plan also includes the creation of a Educational Technologist position by placing a teacher on special assignment. This role will allow us to directly support out teaching staff by having access to a person on staff that can help them improve their lessons through the implementation of technology and thus will improve student achievement.

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.**

   The objective of the plan are consistent with the goals set by the NYSED and federal government in ESSA of 2015. One of the educational goals of the district is to: address the the teaching and learning environment to better address the requirements for higher achievement as reflected in the ESSA regulations. Additionally, the integration of technology across the curriculum is seen as one factor in helping all students to meet the new higher standards, including students with disabilities. We have adopted the inclusion model for providing services to students with disabilities within the general education classroom. Mobile devices and applications are being adopted and professional development will be provided to all staff members to ensure students' academic success. We contract with BOCES for a Technology Integration Coach to support all teachers with technology integration and to provide information on types of technology that will support all students within the classroom including students with disabilities. Our district is committed to equal access to technology for all students which includes equitable access to instruction, materials, and assessments. In alignment with our projected Smart Schools Investment Plan, we're looking to improve centralized core services for all students, special education and other student body, by improving our current technology offerings with the aid of the SSBA funding.

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.**

☐ Technology to support writers in the elementary classroom	☑ Using technology to increase options for students with disabilities to demonstrate their knowledge and skills
☐ Technology to support writers in the secondary classroom	☐ Multiple ways of assessing student learning through technology
☐ Research, writing and technology in a digital world	☑ Electronic communication and collaboration
☐ Enhancing children's vocabulary development with technology	☑ Promotion of model digital citizenship and responsibility
☑ Reading strategies through technology for students with disabilities	☑ Integrating technology and curriculum across core content areas
☑ Choosing assistive technology for instructional purposes in the special education classroom	☐ Helping students with disabilities to connect with the world
☑ Using technology to differentiate instruction in the special education classroom	☐ 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.**

- ☐ Technology to support writers in the elementary classroom
- ☐ Technology to support writers in the Secondary classroom
- ☐ Research, writing and technology in a digital word
- ☑ Writing and technology workshop for teachers
- ☑ Enhancing Children's Vocabulary Development with technology
- ☐ Writer's workshop in the Bilingual classroom
- ☑ Reading strategies for English Language Learners
- ☑ Moving from learning letters to learning to read
- ☐ The power of technology to support language acquisition
- ☐ Using technology to differentiate instruction in the language classroom
- ☐ Multiple ways of assessing student learning through technology
- ☐ Electronic communication and collaboration
- ☐ Promotion and model digital citizenship and responsibility
- ☐ Integrating technology and curriculum across core content areas
- ☐ Web authoring tools
- ☐ Helping students connect with the world
- ☑ The interactive whiteboard and language learning
- ☐ Use camera for documentation
- ☐ Other (please identify in Question 7a, below)

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)

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Section V - Administrative Management Plan

1.   **Staff Plan**

	Full-time Equivalent (FTE)
District Technology Leadership	0.00
Instructional support	0.20
Technical Support	2.00
Totals:	**2.20**

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	NA	200,000	Both	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☑ Instructional Materials Aid ☐ Instructional Resources Aid ☑ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
2	Instructional and Administrative Software	N/A	10,000	Both	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☑ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools	N/A

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V. Administrative Management 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."
					Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Professional Development	N/A	35,000	Both	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
4	Staffing	N/A	8,400	Annual	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
Totals:			**253,400**			

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

    Yes

4. **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.whufsd.org

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.

    Superintendent

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.**

    Superintendent

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.**

    http://www.whufsd.org/common/pages/DisplayFile.aspx?itemId=404539

11. **Does the district have a Cyberbullying Policy?**

    Yes, and I will provide the URL to the policy.

    11b. **Please provide the URL to the district's Cyberbullying Policy.**

    http://www.whufsd.org/common/pages/DisplayFile.aspx?itemId=404560
    Specific information in regards to Cyberbullying can be found in the District's Policy Manual under Topic: Community Relations: Subject Area: Cyberbullying and Cyberthreats; Section #3421

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?**

    2015

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

http://whufsdhs.whufsd.org/common/pages/DisplayFile.aspx?itemId=673531

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

Yes, and I will provide the URL to the policy.

13b. **Please provide the URL to the policy that addresses the district's planned response to an information breach.**

http://www.whufsd.org/common/pages/DisplayFile.aspx?itemId=404560

Anything related to the District's plan for response to an information breach can be found in the Topic area of Community Relations; Subject Area: Confidentiality of Computerized Information; Section #3320*

*The Waterford-Halfmoon UFSD is currently reviewing and updating this policy area for the 2018-2019 school year.

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

http://www.whufsd.org/common/pages/DisplayFile.aspx?itemId=404572

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

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.**

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

	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)	☐ Active Learning Spaces/Makers paces ☐ Culturally Responsive Instruction with Technology ☐ Device Planning and Implementation (1:1, BYOD) ☐ Digital Citizenship ☐ Infrastructure ☐ OER and Digital Curriculum ☐ Personalized Learning ☐ Pilots and Proof of Concept ☐ Policy, Planning, and Leadership ☐ Privacy and Security ☐ Professional Learning ☐ Project-based Learning ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ Active Learning Spaces/Makers paces ☐ Culturally Responsive Instruction with Technology ☐ Device Planning and Implementation (1:1, BYOD) ☐ Digital Citizenship ☐ Infrastructure ☐ OER and Digital Curriculum ☐ Personalized Learning

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

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

	Name of Contact person	**Title**	**E-mail address**	**Innovative Programs. Check all that apply for each contact name.**
				Security ☐ Professional Learning ☐ Project-based Learning ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C

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