

# Hewlett Woodmere Public Schools

## Instructional Technology Plan Development



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### Section II: Strategic Technology Planning

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

[https://drive.google.com/file/d/1ZT25V\\_tMVuxWvfBVLcsS4LnngHUKRSxg/view?usp=sharing](https://drive.google.com/file/d/1ZT25V_tMVuxWvfBVLcsS4LnngHUKRSxg/view?usp=sharing) (Mission Statement and Vision policy)

#### Mission Statement and Vision

The District's Mission and Vision are enduring guides to the Board of Education and the staff as they develop policy and regulations. In order for the mission and vision to be meaningful, they must not stand alone, but must be the foundation upon which we build our specific goals and

objectives. These goals and objectives must be consistent with the District's Mission and Vision. The Hewlett-Woodmere Public Schools strive to offer great breadth and depth in one of the most caring communities in the nation. We seek to develop the intelligences, potential, and interests of every child in our District. The 4 A's – Academics, the Arts, Athletics, and Activities – allow every child to be prepared not only to make a living, but also to live a high quality life.

The School District's primary mission is to provide a curriculum and a learning environment which are designed to maximize individual potential. At the same time, the District recognizes the differences among its students and strives to help each youngster achieve intellectual, social, physical and emotional growth. In addition to formalized courses, students are provided with opportunities and experiences to develop their intelligences and to facilitate their becoming responsible contributing members of society.

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

Life skills, the essential skills of leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction and social responsibility, must be explicitly taught and sustained throughout an individual's life.

Authentic assessment that measures understanding of the core subjects and the acquisition of the skills and competencies above is the essential foundation of a 21st century education. Performance-based assessment facilitates evidence of understanding and transfer. Both formative and summative classroom assessments should provide multiple measures of student achievement and growth over time.

Learning and thinking skills, comprised of critical thinking and problem solving, communication, creativity and innovation, collaboration, contextual learning and information and media literacy are essential skills for all 21st century learners. Information and communication technology (ICT) literacy supports students in learning how to think, to think critically, to solve problems, to use information, to communicate, to innovate and to collaborate.

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

- a. Goal #1: To develop a P-12 Digital Learning Curriculum that outlines the digital age skills and abilities that our students should attain at each grade level. This curriculum will be aligned with NYS standards, ISTE standards and will connect with the content-area subjects so that technology can be seamlessly integrated.
- b. Goal #2: To purposefully integrate technology into instruction, in order to personalize learning, utilizing responsive tools to meet the individual needs of all students.
- c. Goal #3: To provide personalized professional learning opportunities for both teachers and leaders in the area of designing and implementing instruction that meets the needs of all learners utilizing technology as a means of supporting and accelerating research-based instructional practices.

- 4. Summarize the planning process used to develop the answers to the ITP questions and/or your district comprehensive technology plan.** Please include the stakeholder groups participating and the outcomes of the instructional technology plan development meetings.

The District Instructional Technology Plan Vision Committee consisted of Technology Integration Lead Teachers, Teachers, and the District Director of Instructional and Administrative Technology. Planning also occurred at the District Technology Committee which consists of District Administrators, Building Administrators, Teachers, Students, and IT Staff. The District Technology Committee reviewed and edited three Google Form Surveys that were to be sent out to Parents, Students, and Teachers/Admin in the District. The feedback from the District Technology Committee was utilized in preparing these surveys and they were sent out to these groups. The District received a significant number of responses (1,885). The survey response data was aggregated and slide presentations showcasing the findings were posted on the District website. This data was reviewed by the Instructional Technology Plan Vision Committee who worked together to develop the goals. These goals were shared with the entire District Technology Committee before the submission of this plan.

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

The District will investigate and seek to implement varied methods to deliver Professional Development to staff. In order to address the District goals of personalized professional learning for teachers and leaders, purposeful technology integration into instruction, and the creation and implementation of a roadmap for digital age skills, the District will utilize the knowledge and expertise of the District Director of Instructional and Administrative Technology, Technology Integration Lead Teachers, teacher leaders, Model Schools, and Teq trainers to provide ongoing support for the staff. There will be a focus on the purposeful integration of technology and the utilization of instructional design to foster a learning environment where student creation and participation in the learning process is essential. The roadmap for digital age skills will be developed with the intention of seamlessly integrating these skills into the content areas and will be a cornerstone in our professional learning offerings. The District will continue to build the Technology Integration Resources folder which contains presentations, video tutorials, and guides on many of the tools and instructional approaches that we provide training on in the District. This includes project-based learning, digital storytelling, device management, amplifying student voice with technology, the flipped classroom, peer collaboration, digital lessons, communication tools, assistive technology, resources for our ENL students, video conferencing, and more. The District will continue to provide resources and information regarding student data privacy. The District is committed to supporting all staff members in their acquisition of technology skills and the implementation of these skills to enhance instruction and learning for our students.

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

The instructional technology goals will be measured and evaluated during the implementation and after implementation through administrative data provided by the platforms that we will be using, as well as through the documentation of those who are carrying out the work. Additional evidence will include student outcomes and achievement data and anecdotal data from staff members.

### Section III: Action Plan

- **Which NYSED goal best aligned with the district goal?**
  - Goal # 1 aligns to: Develop a strategic vision and goals to support student achievement and engagement through seamless integration of technology into teaching and learning.
  - Goal # 2 aligns to: Provide technology-enhance, culturally and linguistically-responsive learning environments to support improved teacher and learning.
  - Goal # 3 aligns to: Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.
  
- **Which is the target student population?**
  - Goal #1: All students
  - Goal #2: All students
  - Goal #3: All students

### Specific Action Steps:

**Goal #1:** To develop a P-12 Digital Learning Curriculum that outlines the digital age skills and abilities that our students should attain at each grade level. This curriculum will be aligned with NYS standards, ISTE standards and will connect with the content-area subjects so that technology can be seamlessly integrated.

- List the action steps that correspond with Goal #1

Action Step (dropdown menu)	Action Step Description	Responsible Stakeholder: (dropdown menu)	If you selected "other", please identify here	Anticipated month of completion (dropdown)	Anticipated year of completion (dropdown)	Anticipated Cost
1 Curriculum	A sub-committee will be formed for the development of a P-12	Director of Technology		June	2019	\$8,000

	Digital Learning Curriculum which will outline the targeted digital age skills for each grade level.					
2 Collaboration	The District Technology Integration Lead Teachers, P-12 Chairs, building administrators and the Director of Instructional and Administrative Technology will work collaboratively to develop this plan.	Director of Technology		June	2019	\$0
3 Research	The sub-committee will utilize research-based evidence to develop this Digital Learning Curriculum.	Director of Technology		June	2019	\$0
4 Budgeting	In order to be able to provide the access that teachers and students will need to implement this Digital Learning Curriculum, the District will need to	Director of Technology		June	2019	\$0

	budget accordingly in anticipation of the need for increased devices and training for staff.					
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Can have up to 8 action steps. If less than 4, enter n/a into columns

**Goal #2:** To purposefully integrate technology into instruction, in order to personalize learning, utilizing responsive tools to meet the individual needs of all students.

List the action steps that correspond with Goal #2

Action Step (dropdown menu)	Action Step Description	Responsible Stakeholder: (dropdown menu)	If you selected "other", please identify here	Anticipated month of completion (dropdown)	Anticipated year of completion (dropdown)	Anticipated Cost
1 Curriculum	The District will utilize the Digital Learning Curriculum that is developed in order to guide the personalization of learning for students utilizing technology.	Curriculum and Instruction Leader		06	2021	8000.00
2 Communication	The goals outlined in this plan as well as the curriculum that will be created must be shared with staff.	Curriculum and Instruction Leader		06	2021	
3 Implementation	The implementation of the Digital Learning Curriculum will be carried out.	Curriculum and Instruction Leader		06	2021	0.00
4 Professional Development	In order to carry out the implementation of the Digital Learning Curriculum and the personalization of learning utilizing	Curriculum and Instruction Leader		06	2021	10,000

	technology to meet the individual needs of all students, the District will provide ongoing professional learning opportunities for staff.					
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Can have up to 8 action steps. If less than 4, enter n/a into columns

**Goal #3:** To provide personalized professional learning opportunities for both teachers and leaders in the area of designing and implementing instruction that meets the needs of all learners utilizing technology as a means of supporting and accelerating research-based instructional practices.

- List the action steps that correspond with Goal #3

Action Step (dropdown menu)	Action Step Description	Responsible Stakeholder: (dropdown menu)	If you select "other", please identify here	Anticipated month of completion (dropdown)	Anticipated year of completion (dropdown)	Anticipated Cost
1 Planning	The District Professional Development committee will work together in order to offer opportunities for professional development during District-sponsored professional development days. The District PD Committee will also work to provide additional avenues for personalized professional learning for staff members.	Curriculum and Instruction Leader		06	2021	0.00
2 Collaboration	The District Professional Development Committee will work collaboratively with the District Technology Committee and District and building administrators to plan for and execute professional learning opportunities.	Curriculum and Instruction Leader		06	2021	0.00
3 Professional Development	Model Schools, Teq Professional Development, in-District experts, Technology Integration Lead Teachers, the	Curriculum and Instruction Leader		06	2021	10,000

	Director of Instructional and Administrative Technology, and additional resources will be utilized to provide professional development for the teachers and leaders.					
4 Implementati on	Professional learning opportunities will take place during Superintendent's Conference Day, faculty meetings, department meetings and during other times in order to implement these practices.	Curriculum and Instruction Leader		06	2021	0.00

Can have up to 8 action steps. If less than 4, enter n/a into columns

#### 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.**

Instructional technology consists merely of tools, that when paired with research-based instructional practices, can accelerate learning. The most critical component of this plan is to provide ongoing, substantial and relevant professional learning opportunities to our teachers and leaders in order ensure that the instruction is purposeful and driven toward improving student achievement. The Digital Learning Curriculum will serve as the roadmap for our teachers and leaders to follow regarding the skills that our students need to learn. This curriculum will be aligned to State and Common Core standards in order to reinforce the rigorous academic standards. Utilizing instructional technologies to personalize student learning will promote mastery-based learning where students are participants in their own learning and each student has access to resources that meet their needs. The use of responsive technologies will be harnessed in order to provide leveled and specific interventions for students, based on their ability levels.

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

Access to technology provides teachers with the ability to differentiate for students with disabilities in a seamless and productive way. Technology will be used to track student performance data, formatively assess student knowledge, share appropriate resources with specific individuals or small groups, modify assignments, and provide needed accommodations for students. Each of these abilities that technology offers enhances a teachers ability to provide personalized learning opportunities for students with disabilities.



### 3. How does the district utilize technology to address the needs of Students with Disabilities to ensure equitable access to instruction, materials, and assessments?

- 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)

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)

Please check all that apply from the provided options and/or check 'Other' for options not available on the list. *If the district files or has filed a Smart Schools Investment Plan (SSIP) to apply for Smart Schools Bond Act funds, this response must align with the district's response to any related question(s) in the SSIP.*

**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
- Technology to support writers in the secondary classroom
- Research, writing and technology in a digital world
- Enhancing children's vocabulary development with technology
- Reading strategies through technology for students with disabilities
- Choosing assistive technology for instructional purposes in the special education classroom
- Using technology to differentiate instruction in the special education classroom
- Using technology to increase options for students with disabilities to demonstrate their knowledge and skills
- Multiple ways of assessing student learning through technology
- Electronic communication and collaboration
- Promotion of model digital citizenship and responsibility
- Integrating technology and curriculum across core content areas
- Helping students with disabilities to connect with the world
- Other (please identify in Question 4a, below)

4 Please select the professional development that will be offered to teachers of Students with Disabilities that will enable them to differentiate learning and to increase their student language and content learning with the use of technology. Check all that apply. \*

- Technology to support writers in the elementary classroom
- Technology to support writers in the secondary classroom
- Research, writing and technology in a digital world
- Enhancing children's vocabulary development with technology
- Reading strategies through technology for students with disabilities
- Choosing assistive technology for instructional purposes in the special education classroom
- Using technology to differentiate instruction in the special education classroom
- Using technology to increase options for students with disabilities to demonstrate their knowledge and skills
- Multiple ways of assessing student learning through technology
- Electronic communication and collaboration
- Promotion of model digital citizenship and responsibility
- Integrating technology and curriculum across core content areas
- Helping students with disabilities to connect with the world
- Other (please identify in Question 4a, below)

If the district files or has filed a Smart Schools Investment Plan (SSIP) to apply for Smart Schools Bond Act funds, this response must align with the district's response to any related question(s) in the SSIP.

**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?**

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)

Please check all that apply from the provided options and/or check 'Other' for options not available on the list. If the district files or has filed a Smart Schools Investment Plan (SSIP) to apply for Smart Schools Bond Act funds, this response must align with the district's response to any related question(s) in the SSIP.

**6. The district's instructional technology plan addressed the needs of ELLs to ensure equitable access to instruction, materials, assessment in multiple languages (Yes/No), how many languages spoken in the district?**

In the 5 most spoken languages in the district.

**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.**

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

**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 world
- Writing and technology workshop for teachers
- Enhancing Children's Vocabulary Development with technology
- Writer's workshop in the Bilingual classroom
- Reading strategies for English Language Learners
- Moving from learning letters to learning to read
- The power of technology to support language acquisition
- Using technology to differentiate instruction in the language classroom
- Multiple ways of assessing student learning through technology
- Electronic communication and collaboration
- Promotion 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)

Check all that apply. If the district files or has filed a Smart Schools Investment Plan (SSIP) to apply for Smart Schools Bond Act funds, this response must align with the district's response to any related question(s) in the SSIP.

## 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)

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)

Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

## V. Administrative Management Plan

### 1. Staff Plan

Title	Full-time Equivalent (FTE) *
District Technology Leadership	1.00
Instructional support	0.00
Technical Support	9.00
<b>Totals</b>	10

2. Investment Plan:

	Anticipated item or service	If other	Estimated Cost	One time, annual, both	Potential Funding Source	If other
1	End User Computing Devices		\$100,000	Annual	District Operating Budget	
2	Instructional and Administrative Software		\$50,000	Annual	District Operating Budget	
3	Professional Development		10,000	Annual	BOCES Co-Ser purchase	
4	Internet Connectivity		55,000	Annual	BOCES Co-Ser purchase	