

Walton CSD 2018-2021

Technology Plan

Prepared and submitted by Jane O'Shea, Director of Curriculum, Instruction and Assessment

Team Members

Richard Robinson – Director of Technology

Cindy Bakker – Computer technician (elementary school)

Crystal Trask – BOCES technology support

Adam Hoover – District Director of PPS

Robert Knuschke – High School Principal

Andrew Gates – Middle school Principal

Michael Snider – Elementary school Principal

District Mission:

Teaching, Learning, Caring and Growing...Together

Vision Statement:

Walton's technology, transportation, and physical infrastructure will provide all students with access, support and opportunity to maximize their learning.

Goals:

Goals	List Goals
Goal 1	* By spring 2020, students in grades 3-8 will be completing computer based literacy assignments within the same time frame as pencil and paper assignments in order to be prepared for NYSED computer-based assessments in ELA and Mathematics in 2020. <input type="checkbox"/>
Goal 2	By spring 2019 identified SWD will pilot assistive technology for literacy enrichment such as chrome-books with stylus, talk to text etc
Goal 3	For the 2018-2019 school year, the elementary school will purchase and use a keyboarding program (or programs) for students K - 5 in order to improve students' keyboarding skills. This program will be used

Goals	<p>List Goals</p> <p>*</p>
	<p>during Townsend's computer lab rotation (once every 4 days) until students demonstrate proficiency, based on the program's parameters.</p> <p><input type="checkbox"/></p>

Members of the technology committee began meeting in April 2018 to develop plans for next year. The committee consisted of teachers, principals, the director of Curriculum and Instruction, a BOCES representative, Guidance counselor, Director of Pupil personnel and a parent. A google shared document was created in order to keep ideas flowing through the committee.

The committee met again in May to share thoughts in person and then in June to review the document and make amendments.

The instructional technology goals be measured and evaluated during and after implementation:

*

During the 2018-2019 school year, students in grades K - 5 will complete at least 10 classroom computer-based literacy assignments (5 ELA and 5 Math) that mirror skills required for the NYSED ELA and Math assessments in grades 3 - 5. The Tech department will help create (or find a turn-key product) that allows teachers to import content in order to facilitate the creation of these assignments.

During the 2019-2020 school year, students in grades K - 5 will complete at least 20 classroom computer-based literacy assignments (10 ELA and 10 Math) that mirror skills required for the NYSED ELA and Math assessments in grades 3 - 5, based on a product developed and used during the 2018-2019 school year (see above).

■ Action Steps

Goal 1

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

Walton Goal: By spring 2020, students in grades 3-8 will be completing computer based literacy assignments within the same time frame as pencil and paper assignments in order to be prepared for NYSED computer-based assessments in ELA and Mathematics in 2020.

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NYSED ELA and Math assessments in grades 3 - 5, based on a product developed and used during the 2018-2019 school year (see above).

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

*

- 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

Goal 2:

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

Walton Goal: **Beginning 2018-2019 school year, identified SWD will pilot assistive technology for literacy enrichment such as chrome books with stylus, talk to text etc. and pilot the SETT framework for evaluating assistive technology implementation. Evaluation of quarterly lexile levels through SRI testing will be used to determine effectiveness of the program.**

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Goal 3:

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

Walton goal: **Beginning in the 2018-2019 school year, the elementary school will purchase and use a keyboarding program (or programs) for students K - 5 in order to improve students' keyboarding skills. This program will be used during Townsend's computer lab rotation (once every 4 days) until students demonstrate proficiency, based on the program's parameters.**

A. Townsend tech staff will install and troubleshoot the typing program during the summer of 2018.

B. Starting in September of 2018, students will begin using the typing program during computer lab time (once every four days during the specials rotation).

C. Students will use the program each year until they demonstrate grade-level proficiency.

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The district's use of instructional technology continues to prepare students for futures in which navigating a digital world safely, efficiently, and effectively is necessary. Instructional technology is used based on the SAMR model which closely aligns with Bloom's Taxonomy as we encourage our teachers to continually move beyond basic integration and instruction to more higher-level processes. Through this, a natural support of rigorous academic standard attainment and performance for improvement for students happens. Teachers are able to participate in professional development related to instructional technology as well as receive individual coaching with the district's Instructional Technology Coordinator.

Each of the goals selected is designed to utilize instructional technology to increase student learning whether it be the essential skills of a digital literacy program or implementing an assistive technology framework to evaluate the most effective use for promoting student success.

Differentiation of instruction and assistive technology for students with disabilities is largely determined on the individual needs of the student. Most often the district utilizes technology such as software and programs that increase device accessibility, recorded material for review, reading tools such as specific fonts, coloring, etc., tablets for limited-verbal communication, responsive & immediate feedback.

The district utilizes technology to address the needs of Students with Disabilities to ensure equitable access to instruction, materials, and assessments by the following means:

- 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.

Professional development offered to teachers:

- 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

Learning games and other interactive software are used to supplement instruction are used to support English Language Learners (ELLs).

This plan was approved by NYSED on 8/02/2018