

**Yorktown Central School District
Three-Year Strategic Technology Plan
July 2006 – June 2009**



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Vision Statement

The Yorktown Central School District is committed to the seamless integration of technology to enhance, facilitate, and support teaching and learning. Our vision is that the use of technology will expand and enrich communication, collaboration, and access to information in order to construct a more student-centered learning environment.

This vision statement was originally developed in the spring of 2003 as the guiding principle behind the current Three-Year Strategic Technology Plan. Three years later, this statement remains a valid guide to this sub-committee in the creation of the updated Three-Year Strategic Technology Plan. However, the sub-committee also recognizes the recent analysis performed just one year ago by the YCSD Strategic Planning Task Force in their preparation of the overall District Strategic Plan. The Mission statements developed during this thorough study also have guided this sub-committee in its work.

The mission statement of the YCSD Strategic Plan clarifies and supports our original Technology vision statement.

YCSD Strategic Plan Mission Statement

The mission of the Yorktown Central School District is to provide a comprehensive educational experience maximizing individual potential. We will achieve this by:

1. *YCSD Strategic Plan Statement*
Empowering students with the skills, knowledge, and values to become responsible, productive contributors to society.

Strategic Technology Statement

The proper use of technology empowers students with the skills, knowledge and values to become responsible, productive contributors to society.

2. *YCSD Strategic Plan Statement*
Ensuring a safe and nurturing environment that promotes higher level thinking, communication, and creativity.

Strategic Technology Statement

The District must ensure a safe and age-appropriate computing environment.

3. *YCSD Strategic Plan Statement*
Providing meaningful and engaging instruction that promotes higher level thinking, communication, and creativity.

Strategic Technology Statement

The proper use of technology by teachers, students and staff provides meaningful and engaging instruction that promotes higher level thinking, communication, and creativity.

4. *YCSD Strategic Plan Statement*
Challenging the learner to achieve personal excellence.

Strategic Technology Statement

Technology supports the learner in their pursuit of personal excellence.

5. *YCSD Strategic Plan Statement*
Promoting respect for oneself and others, and the understanding of individual differences.

Strategic Technology Statement

The District must continuously stress respect for oneself and others in the computing environment. Also, the proper use of technology opens the door to understanding individual differences.

6. *YCSD Strategic Plan Statement*
Fostering open and ongoing communication among members of the Yorktown community.

Strategic Technology Statement

Technology fosters open and ongoing communication among members of the Yorktown community and the greater community.

7. *YCSD Strategic Plan Statement*
Hiring and supporting staff who are passionate about learning, inspire students, and embrace this mission statement.

Strategic Technology Statement

The District should strive to hire staff who embrace technology as a

powerful tool for learning. The District should continue to provide meaningful staff development for the successful integration of technology.

8. *YCSD Strategic Plan Statement*
Establishing and monitoring measurable goals.

Strategic Technology Statement

The district should establish and monitor measurable technology related goals.

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Executive Summary

In order to be eligible for E-Rate funding, districts must submit an updated Technology Plan to the State Education Department. Our most recent plan expires June 30, 2006. Therefore this Sub-Committee has prepared an updated Technology Plan for the Yorktown Central School District for the period July 2006 through June 2009.

Besides meeting the State requirements for E-Rate eligibility, the District realizes the need to revisit the plan regularly. A static Technology Plan does not adequately serve the needs of the students and staff. A truly living strategic Technology Plan should be reviewed annually and goal attainment via action plans should be assessed.

We have identified six critical factors for successful Technology Planning. They are:

1. Curriculum
2. Curriculum Mapping
3. Professional Development
4. Community Engagement
5. Infrastructure
6. Budget

This Technology Plan echoes the goals articulated in the District's Five-Year Strategic Plan approved by the Board of Education in June of 2005. We used the Need, Rationale and Goal outlined in the District Strategic Plan for each of these critical factors as the basis for our discussion. We then provided action plans for each of these factors as well as a method to evaluate the progress towards goal attainment.

A major portion of this plan addresses staff development. Without trained staff, even the best hardware and software does not add value to the District's educational mission. It is imperative that the District Staff Development Plans include training in the use of technology and that the training be supported with district staff development funds.

Just as clear rules are established for acceptable behavior for students and staff on school grounds, clear rules must also be established for acceptable behavior while using the District's network. The Plan recommends the immediate creation and adoption of a Staff Acceptable Use Policy as well as an update of the Student Acceptable Use Policy.

This Technology Plan also attempts to change the paradigm from short-term, “band-aid” solutions to long-range planning and the right solution. Initially this change in approach may be more costly, but in the long term it will be more cost effective and have a greater impact on the quality of education provided to Yorktown students.

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The Critical Factors

The following critical factors for successful technology planning were explored in terms of Need, Rationale, Goals, Action Plans and Evaluation. In many cases, the Need, Rationale and Goals sections were taken directly from the Yorktown District Strategic Plan. Where the sub-committee felt it necessary, we modified these items. We then focused our attention to the Action Plans and Evaluation Methods.

- Curriculum
- Curriculum Mapping
- Professional Development
- Community Engagement
- Infrastructure
- Budget

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Strategic Plan Sub-Committee Goal page xxi.
Critical Factor: Curriculum

NEED: *Each day, the understanding and use of technology becomes a more integral part of modern day life. Success in this technically savvy world requires not only knowledge but mastery of technical skills. To prepare our students for success, technology must support instruction and become a part of the learning process. To that end, our students should:*

- *Learn to use technology to enhance problem-solving, critical thinking, and research skills*
- *Utilize technology as a communication vehicle both in the classroom and globally*
- *Develop, maintain, and upgrade the skills necessary to adapt to our rapidly changing technological society*

RATIONALE: *According to our Mission Statement, the Yorktown Central School District is responsible for “empowering students with the skills, knowledge, and attitudes to be responsible, productive contributors to society.” Productivity is increasingly dependent upon technological skills since jobs that were previously performed manually are now accomplished by computer intelligence or require the use of tools powered by technology. Without technical skills, our students will be ill-prepared for success.*

GOAL: *To continuously use technology to support education by:*

- *Improving the use of technology for instruction*
- *Expanding students’ technological knowledge base*
- *Developing students’ abilities to master changing technologies*

(Note: Our Technology Plan Sub-Committee chose to focus this Action Plan and Evaluation section on those items relating to the use of technology to deliver curriculum. The sub-committee believes that the expansion of” technological knowledge base” and the development of students’ mastery for changing technologies are better addressed in the next section labeled “Curriculum Mapping.”)

Action Plan (Focusing on delivery of core curriculum)

- Survey other school districts to identify models that effectively integrate technology in the curriculum to support instruction and enhance learning.

- Assess the current state of technology integration in our district by identifying “best practices” and areas that need improvement.
- Investigate alternate allocation methods for the distribution of limited resources. (Use of Technology RFP’s)
- Examine and re-define the software review and request procedure.

Evaluation

- Assess progress annually.

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Strategic Plan Sub-Committee Goal page xxii.
Critical Factor: Curriculum Mapping

NEED: *Technology, when integrated into the curriculum, provides an additional tool or vehicle for presenting material and enhancing the learning experience. Students benefit from using technology in their classrooms by experiencing all that technology offers including but not limited to gathering, analyzing, and presenting data.*

Standards and consistent guidelines for the use of technology in the classroom are essential to ensuring that all students receive the same instruction and have equal opportunity to develop the same technological skills and expertise. Mapping the technology curriculum establishes a logical scope and sequence to the introduction of technologies to students. Curriculum mapping also ensures that instruction is uniform across the district and provides exposure to a wide range of existing as well as newly evolved technologies.

Technology benchmarks and deliverable outcomes should be defined by grade and should clearly outline a particular technology and its designated use as it integrates with and supports the curriculum.

RATIONALE: *According to our Mission Statement, the Yorktown Central School District is responsible for “empowering students with the skills, knowledge, and attitudes to be responsible, productive contributors to society.” The use of curriculum maps helps to ensure that all students receive the same exposure to the use of technology in the classroom. Without this, we are not preparing all students for success.*

GOAL: *To establish, utilize, and update technology curriculum maps for grades K through 12 to continuously improve the use of technology in the classroom.*

(Note: Our Technology Plan Sub-Committee chose to focus this Action Plan and Evaluation section on those items relating to Curriculum Mapping and the development of students’ mastery for changing technologies.)

Action Plan (Focusing on Technology Skills)

- Immediately review and update the district’s Acceptable Use Policy, “Rules and Code of Ethics for Internet and Network Users,” that specifies students’ ethical, safe and responsible use of technology.

- Communicate and implement the revised Acceptable Use Policy for all students.
- Create a team who will have the responsibility for researching and creating the curriculum maps.
- Investigate technology integration that is currently being implemented within the district for grades K-12.
- Investigate other districts' curriculum maps as models to complete maps for K-12.
- Review, modify and finalize the existing K-5 technology curriculum maps. (Year 1)
- Develop curriculum maps for grades 6-12. (Year 1)
- Develop learner outcomes for each building (K-2, 3-5, 6-8, 9-12).
- Determine staff development, infrastructure, hardware and software needed to support the new curriculum maps.
- Implement the curriculum maps in all grade levels (Year 2).

Evaluation

- Year 1: The responsible team, under the leadership of the Assistant Superintendent for Curriculum and Instruction, researches and completes preliminary curriculum map for each grade level.
- Year 2: Curriculum maps are implemented within each grade level. End of year review should take place to make sure district technology goals are being met.
- Year 3: Review and update if necessary each grade level's curriculum map.
- Year 3: Final curriculum maps are adopted by the Board.

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Strategic Plan Sub-Committee Goal page xxiii.

Critical Factor: Professional Development

NEED: *Technology should be viewed as a tool to support all aspects of the business of education including learning, teaching, communication, and day to day activities. To encourage and support the use of technology for learning in the classroom, as well as for productivity outside the classroom, professional development must be offered to:*

- *Teachers to learn:*
 - *The technical aspects or functions of a particular technology,*
 - *Approaches to integrating technology into the classroom curriculum*
 - *Applications of technology for productivity and streamlining their teacher functions.*
- *Administrators and Non-Teaching Staff to learn:*
 - *The technical aspects or functions of a particular technology*
 - *Applications of technology for productivity and streamlining their functions*

Professional Development should be provided through multiple approaches and across ranges to provide the knowledge and tools necessary for success. These approaches can be used individually, or in combination, and include:

- *Formal training sessions*
- *Brainstorming sessions by grade level and/or curriculum topic to foster creativity and innovation*
- *Sharing of success/ideas*
- *Collaborative planning sessions*
- *“Work-withs” to facilitate post-training support*

RATIONALE: *Large amounts of money are spent each year by school districts in the purchase of classroom and office computers and network equipment. To fully utilize this expenditure, all staff must be provided with the skills to use the computers effectively for productivity and instruction. Without adequate professional development, the benefits derived from technology expenditures will not be fully realized.*

GOAL: *To foster and develop in all our teachers, administrators and non-teaching staff, a greater understanding and utilization of technology as a productivity tool and as an instructional tool in support of learning.*

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Critical Factor: Professional Development for Teaching Staff

Action Plan

- Immediately develop an Acceptable Use Policy that specifies the staff's ethical, safe and responsible use of technology.
- Hire an Instructional Technology Facilitator whose role it will be to help teachers use technology effectively for productivity and instruction.
- Conduct an extensive technology professional development needs assessment throughout the district.
- Develop and implement a plan for collaboration between the Instructional Technology Facilitator and teachers.
- Develop and implement a plan in cooperation with the Staff Development Committee(s) that includes a variety of professional development opportunities, such as workshops, courses, brainstorming sessions, sharing among colleagues, and collaborative planning.
- Develop and implement a plan for assisting teachers with identifying, previewing and evaluating software that supports their curriculum goals.

Evaluation

- Assess progress annually.

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Critical Factor: Professional Development for Administrative, Clerical and Support Staff

Action Plan

- Immediately develop an Acceptable Use Policy that specifies the staff's ethical, safe and responsible use of technology.
- Conduct an extensive technology professional development needs assessment throughout the district. Interview stakeholders to find out needs/expectations of technology use in administration and support staff.
- Identify set of core competencies needed to support administrative function.
- Develop and implement plan for needed professional development in core competencies.
- Develop and implement a plan in cooperation with the Staff Development Committee(s) that includes a variety of professional development opportunities, such as workshops, courses, brainstorming sessions, sharing among colleagues, and collaborative planning.
- Provide cross-training of critical personnel for multiple roles in order to provide continuity of operation (e.g., Master Schedule Building, Central Enrollment, Transportation Scheduling, Data Warehouse Process, Business Office Systems).

Evaluation

- Assess progress annually.

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Strategic Plan Sub-Committee Goal page xxiv.
Critical Factor: Community Engagement

NEED: *Clear communication among all segments of a school community is critical to promoting understanding and support of the district. Technology can provide access to information needed by families, community members, faculty, staff, administration and students. This information includes:*

- *Budget information*
- *Assignments, grades, and attendance information*
- *School program and course offerings*
- *Student activities, sample work, and projects*

Technology can also provide a vehicle for two-way communication among these same segments of the community through e-mail and web pages, for example. In addition, technology such as video conferencing and distance learning can enhance the learning experience by breaking down the walls of the school building and opening the world to the classroom.

Further, on going communication between the school district and community develops the community's confidence in the fiscal responsibility and quality of education provided by the district.

RATIONALE: *Clear, ongoing communication must exist among all the facets of the school community, including the faculty, staff, families, students, administration, and community. A sense of open communication, trust, and partnership with the school district must exist. Lack of communication can cause distrust, minimize support, reduce the quality of education, and compromise the education of our students.*

GOAL: *To promote, improve, and utilize technology as a communication vehicle for sharing information among students, families, faculty, staff, administration, and community.*

Action Plan

- We will maximize our use of our current technology resources and continue to explore new cost-effective technologies to improve communication with community members (e-mail, web, CATV, automatic calling systems, etc.)

- Increase the number of teacher web pages.

Evaluation

- Gather usage statistics for web pages and other tech communications.
- Measure level of awareness amongst community members about our programs.
- Assess level of public support for our programs.

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Strategic Plan Sub-Committee Goal page xxv.
Critical Factor: Infrastructure

NEED: *The technology infrastructure is the foundation upon which all technological capabilities are built. It provides the network that connects all computers both within the organization and to the outside world. It includes hardware components such as the wiring, switches, routers, and file servers.*

To allow technology to have a positive impact on education, its infrastructure must be prepared for both current and future technological needs in support of learning, teaching, communicating, and day-to-day administrative activities.

Continuous growth, replacements, and upgrades to a network infrastructure are critical to:

- *Support the continuously evolving technologies*
- *Prepare students for the future by exposure to new technologies*
- *Safeguard the reservoir of student, teacher, staff and administrator data*

RATIONALE: *Without continued monitoring, upgrades, and replacement of infrastructure components, networks can become unreliable, unresponsive, and outdated. An unstable infrastructure can cause loss of data and frustration with slow response times and/or unreliable access. Lack of disaster recovery capabilities can be devastating to an organization. With tremendous dollars being spent on technology in school districts throughout the state, it is the fiscal responsibility of the school district to ensure that adequate attention is given to safeguarding and improving the technology infrastructure, thereby safeguarding the current investment in technology.*

GOAL: *To develop, support, and enhance the technology infrastructure to provide reliability, security, integrity, and speed for current and future technologies*

Action Plan

- Implement Phase One of the Technology Audit which focuses on the upgrade of the HS/MS servers and workstations.

- Develop a Disaster Recovery Plan for the major District servers.
- Address the limited WAN bandwidth.
- Implement Phase Two of the Technology Audit which focuses on the Elementary School networks.
- Develop a reasonable replacement plan for workstations.
- Develop desktop policies to secure and lockdown the desktops.
- Investigate and implement a wireless strategy for the District.
- Continue to maintain strict licensing policies for software use.
- Continue to provide vigilant filtering of Internet content.
- Develop relationships with outside vendors, experts within the community and other districts.
- Continue to provide one technician per building support.
- Investigate web-based Student Management and Administrative Systems.
- Collect and store comprehensive student data.
- Monitor and analyze student data in order to maximize student achievement.

Evaluation

- Track Helpdesk calls.
- Annually assess users' satisfaction with service.

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Critical Factor: Budget

	06/07
Equipment	\$265,090
Staff Development	6,000
Contractual	32,050
Software	99,400
Equipment Repair	15,000
Materials and Supplies	45,000

Action Plan

- Ensure that the costs associated with the implementation of the goals (curriculum, curriculum mapping, professional development, community engagement and infrastructure) outlined in this plan are clearly articulated and included in the annual budget process.
- Continue to investigate other methods of funding technology projects (grants, IPA's, donations, etc) which have the least impact on the tax rate.

Evaluation

- The continued support of the School Board and public for our plans.

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Appendix

- Three - Year Technology Plan Sub-Committee
- 05-06 Full District Technology Committee
- K-12 Library Media Information Literacy Curriculum
- K-12 Library Media Information Literacy Skills-Learner Outcomes
- YCSD Curriculum Map for Technology Draft 2
- Inventory

Three – Year Technology Plan Sub-Committee

Donna Baratta	MESMS Library Media Specialist
Carole Clark	YHS Library Media Specialist
Tim Dwan	Mohansic Teacher
Patrice Hatjygeorge	Director of Technology
Jennifer McLean	MESMS/YHS Teacher
Maureen Pitocco	French Hill Teacher
Pauline Quinones	Crompond Teacher
Cathy Russell	District Web Master

05-06 Full District Technology Committee

Wally Maher	YHS
James Barry	YHS
Carole Clark	YHS
Jennifer McLean	YHS/MESMS
Linda Grimm	MESMS
Donna Baratta	MESMS
Mario D'Auria	MESMS
Ken Levy	Brookside
Danielle Coletta	Brookside
Joe Longobardi	Brookside
Lori Roberts	Brookside
Bonnie Silver	Brookside
JoAnn Tursone	Brookside
Kristi DeNault	Brookside
Joel Feldman	Crompond
Pauline Quinones	Crompond
Susie Berry	Mohansic
Tim Dwan	Mohansic
John Wells	French Hill
Maureen Pitocco	French Hill
Cathy Russell	Web Master
Maureen Dunleavy	Technology
Phil Thomas	Technology
Patrice Hatjygeorge	Technology
Gary Heller	Assistant Superintendent for C & I