YONKERS PUBLIC SCHOOLS

TECHNOLOGY PLAN

2015 – 2018

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Revised 9-25-15

2015 – 2018 Technology Plan Committee

Yonkers Public Schools

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Executive Summary

The Yonkers Public Schools 2015-2018 Technology Plan supports educational opportunity for district students and the teaching and learning efforts of the professional community. This strategic guidance document is designed to maximize the positive impact of technology on the advancement of student social emotional well-being and achievement. At the core of the three year plan are key district objectives including student access, stakeholder engagement, and proactive design. This plan incorporates key priorities of modernization and alignment based on current, emerging, and projected district needs.

Planning is driven by instructional guidance derived through varied methods of data gathering, stakeholder outreach, gap analysis, New York State and National Educational updates, as well as ongoing observation, communication, and analytical review. *(For examples, see page 6 following.*)   A continuous improvement model has been methodically employed, including ongoing evaluation and analysis. Emerging tools and techniques utilized by students and staff serve as lead indicators while areas of need, or lag indicators, inform strategic planning design. Both have been carefully analyzed. The district plan reflects a cohesive approach to continuous development supporting differentiation and personalization for students and staff through reliable, high quality resources and techniques.

The Technology Plan Committee includes district administrators, teachers, students, families, strategic partners, and other stakeholders. Development efforts reflect shared decision making and reflective analysis, community involvement, feedback loops, and reporting.   The Technology Plan Committee developed draft planning during the 2014-2015 school year through in-person and virtual meetings, shared documentation, data gathering and varied outreach efforts. During a formal review period stakeholder comments assisted in final revision and design.   This plan incorporates an organizational sensitivity to the rapidly changing technological landscape and the significant impact and implications on opportunity and achievement for students when technological tools are fully engaged.

The Yonkers Public Schools 2015-2018 Technology Plan supports the goals of the District's Comprehensive Improvement Plans (DCIP) and School Comprehensive Education Plans (SCEP). Further, this plan meets Part 100 regulations of New York State Education Law, section 753[1].

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1. http://www.p12.nysed.gov/part100/pages/10012.html

Evaluation Background

Ongoing analysis and evaluation has occurred throughout the three year (3) plan period. Evaluation has included activities such as the following.   *See Appendix O for schedules and sample materials.*

2012 – 2013 School Year   **(Year 1 of 3)**

1. Instructional Technology Committee Meetings
2. Annual updates and evaluations - Instructional Technology Liaisons
      a.   Start of Year - Technology Assessment
      b.   Mid Year - Updates and Evaluations
      c.   End of Year - Technology Assessment and Planning Requests
      d.   Student home internet access – Reporting, to assess and support student access to internet based resources
3. Ongoing communication and reporting by administrators, teachers, parents
4. School visitation observations and annotations
5. Assessment of work orders, tickets, and online systems
6. Internet safety reporting
7. Ongoing planning and evaluation – Department of Instructional Technology and Technology Support

2013 – 2014 School Year   **(Year 2 of 3)**

1. Instructional Technology Committee Meetings
2. Annual updates and Eevaluations - Instructional Technology Liaisons
      a.   Start of Year - Technology Assessment
      b.   Mid Year - Updates and Evaluations
      c.   End of Year - Technology Assessment and Planning Requests
      d.   Student home internet access - Reporting Updates
3. Ongoing communication and reporting by administrators, teachers, parents
4. School visitation observations and annotations
5. Assessment of work orders, tickets, and online systems
6. Internet safety reporting
7. Ongoing planning and evaluation – Department of Instructional Technology and Technology Support
8. District Microsoft Voucher Task Force and Readiness Assessment efforts

2014 – 2015 School Year   **(Year 3 of 3)**

1. Instructional Technology Committee Meetings
2. Annual updates and evaluations - Instructional Technology Liaisons
      a.   Start of Year - Technology Assessment
      b.   Mid Year - Updates and Evaluations
      c.   End of Year - Technology Assessment and Planning Requests
      d.   Student home internet access - Reporting Updates
3. Ongoing communication and reporting by administrators, teachers, parents
4. School visitation observations and annotations
5. Assessment of work orders, tickets, and online systems
6. Internet safety reporting
7. Ongoing planning and evaluation – Department of Instructional Technology and Technology Support
8. Readiness Assessment – Classroom and school Technology Audit and Reporting, for District review
9. District Technology Assessment Audit and Reporting/Devices and System for New York State
10. Technology Plan review and development
    • Committee Meetings - Analysis, development, and review workshop meetings – September → May
    • Stakeholder Outreach – Student Union, Yonkers Online Staff and student meetings, Surveys
    • Planning feedback, input and revisions - May → July
    • Final report development – July → August
    • Vote and Approval – September 2015

Next Steps: 10/15 – NYSED Educational Technology Plan Reporting. NYS Technology Plan updates filed every six (6) months. District Technology Plan review three times a year, with updates and full revision in 2018.

Framework for Design

Mission Statement

The Mission of the 2015 – 2018 Yonkers Public Schools Technology Plan is the advancement of student achievement and social emotional well-being through the leveraged integration of technology. This plan reflects a progressive approach to the integration of instructional techniques, opportunities, and tools. It supports a systemic strategic design of innovative practices, educational technology tools, and techniques of verified validity building upon a collaborative learning community.

Vision Statement

The Yonkers Public Schools empowers district students to take their place in the world as knowledgeable, competent, responsible citizens. Yonkers Public Schools leverages technology to develop digitally rich and relevant learning environments supporting the districts overall mission and vision in support of student well-being and achievement.

Technology Plan Goals

The goals of the Yonkers Public Schools Technology Plan reflect a coherent design including:

1. Increased student achievement, well-being, and College and Career readiness;

2. Highly effective instruction and instructional leadership;

3. Access to reliable quality resources and support;

4. Improved communication networks supporting stakeholder outreach and engagement;

5. Readiness and piloting of new and emerging research based technologies.

Guiding Questions

In considering planning needs, five (5) core questions were posed:

1. *What resources are currently available for students and staff?*
2. *Where are we going? What instructional demands are anticipated?*
    o *What technologies and educational opportunities will be required?*
    o *What educational technologies and opportunities are projected?*
    o *What resources, supports, policies, procedures, and training will be needed?*
3. *How will evaluation and plan refinement be designed?*
4. *What benchmarks, review dates, and rubrics will benefit our strategic design?*
5. *How can we maximize our efficiency in the development process?*

Strategic Plan

The 2015-2018 Technology Plan has been informed by various sources, including guidance materials, meetings and communications, research on the educational and economic impacts of digital innovation and instruction. This plan is designed as an instructional resource and guidance tool supporting maximization of the potential of technologically rich learning. Planning development has been a collaborative effort. Stakeholder input is an essential component. Quotes gathered during development are shared throughout this plan, to share insights of stakeholders.
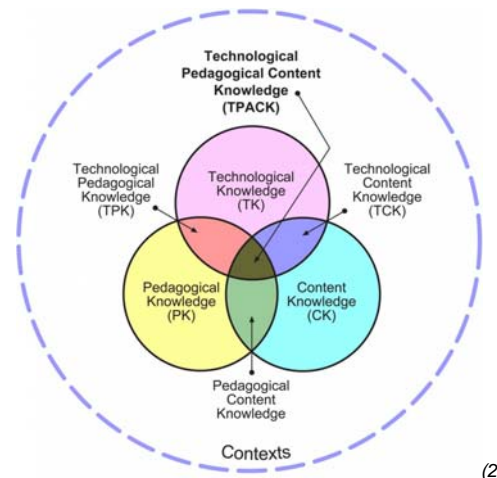
> *Students share …*
>
> *"Technology creates an instant help desk."*
>
> *"Yonkers is making strides supporting technology in the district."*

TPACK

Technological Pedagogical Content Knowledge

Instructional design planning reflects a progressive approach to the adoption of authentic technologies in which technology is a catalyst for change, an authentic resource reflecting society at large, a resource used to solve problems, invent, and discover. Planning reflects a fluid focus on content driven active student learning, embracing TPACK and SAMR frameworks, informed through Universal Design for Learning as well as corporate adult educational models.


(2)

Work engaged throughout the 2014-2015 school year reflects the progressive development of efforts. Examples include continuing collaboration of district Instructional Liaisons, who represent and support communication with all schools; School Readiness assessments on multiple levels including New York State reporting and district whole class projection assessment; and expanded development of stakeholder sharing through staff and student leadership efforts. Student leadership efforts have included initiation of student mentors in online environments; school and district leadership support for peers and adults including collaborative training efforts. As a student trainer noted, "Thank you for this opportunity."

2. http://mkoehler.educ.msu.edu/tpack/using-the-tpack-image/

SAMR - Substitution Augmentation Modification Redefinition [3]
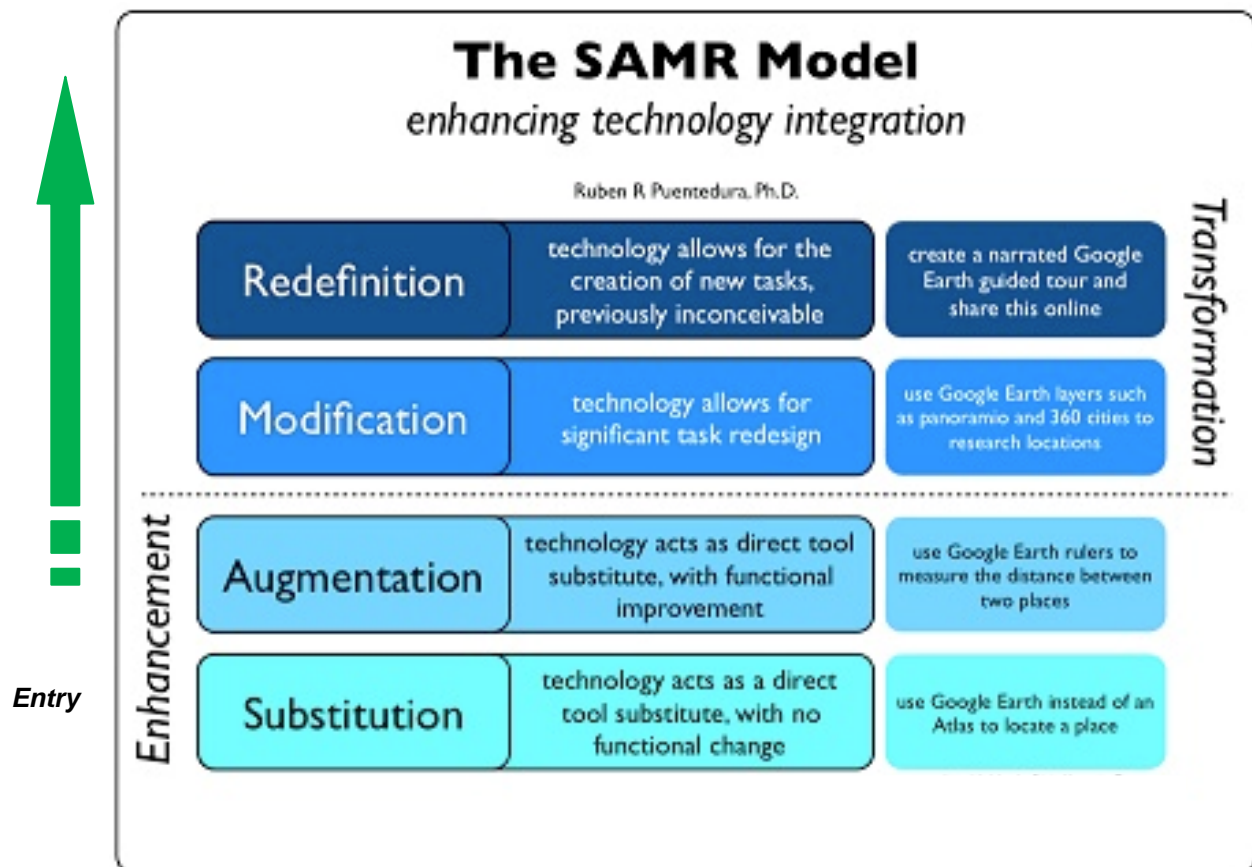
Key priorities – achievement, access, and equity – continue to drive instructional design and planning but in new ways. The world reflects a globally shifted understanding of knowledge acquisition and collaboration. Time and space no longer pre-determine opportunity. As staff and students increasingly nurture the propensity for digital citizenship to teach and learn and build a learning community, momentum continues to build. Yonkers students and staff are increasingly visible as digitally engaged change agents. A global reconceptualization and reframing of team work, time, and tool exploration supports a 'mash-up' of digital tools, educational relevance, and achievement. Students increasingly engage as partners both through active learning and coaching to support achievement, productive digital risk taking, and enthusiasm for a new way to learn and lead. A characteristic Yonkers creativity supports a new age of educational innovation in which instructional technology fuses how learning is achieved with what it means to be a life-long learner.

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3 http://hippasus.com/rrpweblog/

Fundamental five year initiatives have included systemic improvement, virtualization and student empowered learning through digital tools. Blending strategies of instructional resources and coursework increasingly supports exploration of ways to reach and engage students. Expanded internet access has been a core initiative. Ongoing school based surveys have shown that home access has increased over the past three years. Access through computer labs before, during, and after school, have supported Regents and Advanced Placement preparation, extended resource practice, and access to those students for whom internet access remains elusive. Grants which support expanded access have, and continue to be, actively pursued. Student mobility will be an essential component of achievement. As such, these elements are reflected in plans referenced in Table 1, with key targets #1, #2, and #3.

Core initiatives have included ongoing development of operational efficiency supporting instructional operations, virtualization of education, and the need for agility to support emerging teaching and learning needs. New modes of data gathering have enabled a higher degree of feedback monitoring. Reframed web filtering and clearance procedures for digital tools, as well as the increased efficiency of help-desk systems, have served to decrease response time and thereby increase responsiveness to instructional need. Expanded access through mobile devices and the increased relevance of access and reliability have assisted in supporting organizational focus. Exploration of systemic updates continues, with a core goal of continual improvement in responsiveness. As such, these elements are reflected in key targets #4 and #5 referenced in Table #1, Milestone Projections.

Professional development efforts continue to maximize high quality free resources, also known as Open Educational Resources (OER), as a means to differentiate instruction and maximize funding.   Strategically designed target efforts include integration of the New York State curricular resource portals, such as *EngageNY*[4] and *LearnZillions*[5,] as well as other powerful tools such as *SAS Curriculum Pathways*[6].   Development efforts further refine focus by illuminating tools supporting Students With Disabilities and English Language Learners. Strategic resource piloting assure efficient review and assessment designed to clarify adoption potential and initial roll out strategies.

4. https://www.engageny.org/
5. https://learnzillion.com/free_resources
6. https://www.sascurriculumpathways.com/portal/

New resources showing promise include *Safari Media Suite* with demonstrated support of not only the general population but unique support of English Language Learners and Students with Disabilities. Virtual learning efforts continue through active development of shared resource areas, blended course's, training for students and staff in in online environments, and emerging tools support a districtwide team effort. Activities reflect a range of innovative approaches. Work has included efforts to redefine resources, align communication, re-envision collaboration, and support innovative instructional techniques. Differentiated support to our varied district learning community extends to a global community. This includes resource sharing through the New York Staff Curriculum Development Network resource posting[7], and collaborative support of the NYSED Northeast Virtual Learning Rubric[8].

District guidance is grounded in the SMART Accountability Goals of the Yonkers Public Schools Superintendent, New York State Regents Reform Agenda goals and objectives, as well as guidance materials of the NYSED Office of Curriculum, Assessment, and Educational Technology[9], the 2014 U.S. Department of Education Learning Technology Effectiveness[10] report, National Educational Technology Plan[11], Regents Statewide Learning Technology Plan[12]; International Society for Technology in Education (ISTE) guidance resources including those on Essential Conditions[13] and Standards[14]; iNacol, and NYSED Accountability measures, including Pathways to Graduation updates.

The 2015-2018 Technology Plan is designed to align with the District Comprehensive Improvement Plans, anticipated NYSED Instructional Technology reporting requirements, and projected Smart Schools Bond Act guidance requirements. It is anticipated that the recommendations herein will be reviewed and revised regularly to assure plans align with emerging best practices and educational needs. The information contained will support guidance for the annual updates to the New York State Educational Design and Technology guidance[15], including annual Instructional Technology Plan submission. This plan reflects the information available as of the plans creation.

7.   http://scdn.wsboces.org/
8.   http://www.northeastcompcenter.org/wp-content/uploads/2014/06/Regional-VLP-Rubric-FINAL.pdf
9.   http://www.p12.nysed.gov/ocaet/
10.   http://tech.ed.gov/wp-content/uploads/2014/11/Learning-Technology-Effectiveness-Brief.pdf
11.   https://www.ed.gov/sites/default/files/netp2010.pdf
12.   http://www.regents.nysed.gov/meetings/2010Meetings/February2010/0210bra3.pdf
13.   http://www.iste.org/standards/essential-conditions
14.   http://www.iste.org/standards/iste-standards
15.   http://www.p12.nysed.gov/technology/

CONCEPTUAL DESIGN MAP

Yonkers Public Schools

Mission: Achieving Excellence Together

Vision:
o The Yonkers Public Schools empowers all students to take their place in the world as knowledgeable, competent, responsible citizens. Students are articulate and creative, attaining individual academic, emotional and physical goals in a safe and equitable educational community. Students are well-rounded, achieve in all subject areas, integrate technology, think independently and connect content to real life.
o All District staff are student-centered, innovative, committed, enthusiastic, educational leaders. They respect diversity and address the strengths and learning challenges of each student. They understand and implement research-based strategies in orderly state-of-the-art facilities. All staff have high standards for their students, colleagues and themselves.
o The community is an empowered, positive, collaborative voice that supports teaching and learning and participates in educational decision making for students. The District embraces the global community and is committed to meaningful partnerships.
o Yonkers Public Schools is committed to student success.

Goals: Students completing their education in the District's schools will:
o Develop a love of learning and will be prepared and committed to be life-long learners
o Achieve their full human potential as individuals and contributing members of society
o Be prepared to live with the challenges and opportunities of a world that is characterized by interdependence and a variety of interconnections
o Be prepared to live in a world that is characterized by a variety of individual differences and great diversity in social and natural systems
o Be prepared to live in a world that is characterized by accelerating change

NYS Board of Regents Educational Technology Learning Plan

1. Digital Content -Standards-based, accessible digital content supports all curricula for all learners;
2. Digital Use-Learners, teachers, and administrators are proficient in the use of technology for learning;
3. Digital Capacity and Access - Technology infrastructure to support learning and teaching in all environments;
4. Leadership - USNY institutions are united in realizing the vision;
5. Objectives support National Educational Technology Standards (NETS) for students, teachers, and administrators, and fostering of Essential Conditions;
6. Accountability - Information is easy to obtain and understand about the results achieved by New Yorkers in their efforts to build knowledge, master skills, and grasp opportunities for a better life;
7. Funding - Adequate coordinated, sustainable, funding.

National Educational Technology Plan

1. Educational infusion increasingly personalizing, engaging, and incorporating the interests and needs of students through technology;
2. A new age of assessments;
3. Infrastructure development reflecting an increasingly digital age in education;
4. Increasing achievement and productivity through technology;
5. Connectedness through technology, collegial networks of peers, experts, community.

Alignment

The 2015-2018 Technology Plan reflects a design fully aligned with District and NYSED Common Core Learning Standards (CCLS), College and Career Readiness Standards (CCRS), International Society for Technology in Education (ISTE) Standards for Students, Teachers and Administrators, and Essential Conditions supporting learning. Guidance materials reflect the New York State Regents Reform Agenda guidance resources including the New York Statewide Learning Technology Plan, ISTE Standards, as well as core components of independent learning and student empowerment such as Habits of Mind.

Below, highlight components of guidance references reflecting district lead indicators.

ISTE Standards

Students
- Creativity and innovation;
- Collaboration and communication;
- Critical thinking, problem solving, and decision making.

Teachers
- Facilitate and inspire student learning and creativity;
- Design and develop digital age learning experiences and assessments;
- Model digital age work and learning.

Administrators
- Embody visionary leadership;
- Foster digital age learning cultures;
- Support excellence in professional practice.

Habits of Mind

- Persistence;
- Thinking Flexibly;
- Thinking about thinking (metacognition);
- Striving for accuracy;
- Questioning and posing problems;
- Applying past knowledge to new situations;
- Thinking and communicating with clarity and precision;
- Gathering data;
- Creating, imagining, innovating;
- Taking responsible risks;
- Thinking interdependently;
- Remaining open to continuous learning.

This plan incorporates guiding elements drawn from ISTE Essential Conditions which synergistically facilitate district readiness to adopt, promote, and progress relative to instructional technologies. Below, district lead indicators and areas of focus.

ISTE Essential Conditions

- Support of Student Centered Active Learning Environments (SCALE);
- Shared vision of digital age learning;
- Empowered leadership;
- Implementation planning;
- Consistent and adequate funding;
- Ongoing professional learning;
- Equitable access;
- Technical support;
- Alignment supporting curriculum and assessment;
- Efficiency of operations;
- Supportive policies, procedures and protocols;
- Stakeholder engagement.

Stakeholders expressed interest in …

- *Instruction of computer coding in schools;*
- *Exploration of Bring Your Own Device (BYOD) options;*
- *District wide upgrade of technological efficiency, with Wi-Fi and resource access priorities.*

Capacity Development

Capacity development is reflected through the following three statements of practice which support the Superintendent of Schools SMART Accountability Goals. SMART goals are Specific, Measurable, Attainable, Realistic and Timely. As such, the following priority growth targets have been identified to drive and refine technology planning:

1. District schools will continue development of student centered active learning environments reflecting differentiation of instruction and personalization of learning.

2. The district will strategically analyze and assess resource, system, policy, and procedural needs with the driving goal being to meet emerging and projected instructional needs. Existing policies, procedures, and strategies will be updated. As needed, new policies, procedures, and strategies will be designed and new resource options explored.

3. District advisory teams and strategic networks will continue to support professional learning, shared communication, and a greater understanding of our learning community's needs, talents, and interests in the areas of academic achievement, integrated resources, and applied technologies, supporting student achievement and well-being.

> *Stakeholders expressed interest in specific supports and resources …*
>
> - *Teachers requested increased accessibility to instructional video streaming;*
> - *Parents, teachers, and administrators requested development of social media networks in order to increase communication options for instructional purposes;*
> - *Students requested coordinated distribution of hand-held devices, stating access to a specific dedicated device would "improve academic accessibility".*

Strategic Goals

Six strategic goals are identified. Each, in and of itself, has significant positive impact on supporting district momentum. Acting in concert the goals identified will significantly promote beneficial results.

1. Achievement
2. Operations
3. Access
4. Development
5. Readiness
6. Leadership

Through a process of analysis, lead indicators have been clarified to raise visibility of progressive efforts and further illustrate points of attention for stakeholders.

GOAL 1: Achievement - Support of student achievement through integrated instructional technologies and resources reflecting District achievement goals, U.S. and NYS Educational Technology Plans, ISTE Standards, and Instructional Technology and Learning Standards.

GOAL 2: Operations - Continued development of technical support, infrastructure support, infrastructure updates, and network maintenance for ongoing improvement of operations.

GOAL 3: Access - Continued development of efforts to expand access, assure equity, and personalize support for students and staff through resource development and acquisition, Universal Design, and extend accessibility through tools and virtual resources.

GOAL 4: Development - Continued development refinement of a) school leadership capacity supporting and model digital age learning; b) professional development refined for staff, targeting technically and pedagogically relevant design; c) resource integration supporting digitally rich instruction; d) shared communication; e) clarified alignment supporting growth of a shared vision.

GOAL 5: Readiness – *Students:* Differentiated instructional integration supporting progression, graduation, and preparation for College and Career.   *Staff:* Professional development integrating of current and emerging technologies. *District:* Agility of adoption of innovative tools and practice. *Operations:* Readiness for instruction.

GOAL 6: Leadership - Continued instructional technology leadership innovating in support of teaching and learning for district stakeholders.

Stakeholders requested …

- *Increased speed of deployment of technology tools and resources for use in instruction;*
- *Reduced interruption of access to instructional resources;*
- *Improved system reliability to increase access to instruction.*

Priorities in Focus

Goals were reviewed to determine subcategory priority items to be addressed. These were then aligned to determine whether these efforts can be completed within the three year time period of this plan, or will require a longer term of implementation.

Stakeholders recommended a broadened awareness of the activities currently underway

Student … "Technology is an essential tool for the well-being of modern students."

Student … "There are a lot of great things happening in Yonkers."

Projects are reviewed for expenditure projections; alignment of resources; relationship of resources, tools, and techniques which maximize real world experiences (i.e., college, career); viability of support within a large urban setting to assess project education return on investment. Questions include those such as, "Will this resource be durable? …extend the capability of the instructional team (students, staff, families) to engage in learning objectives? … meet the needs of a differentiated population to support teaching and learning?" These questions are then weighed against, "Does the district have the capacity to support the proposed project, if not can capacity be developed? What is the urgency of the proposed implementation and is it feasible on a large scale?"

Priority project rollout and implementation efforts are then strategized to determine attainment projections. Following, a sampling of projections which have been determined based on human and financial capital available relative to district projected goals. Each goal will undergo assessment review three times per year (October, February, May) to determine acceleration and redirection as needed.

Stated Objectives

1. Increase access to high quality reliable instructional resources and opportunities. Upgrades will support analytic review of current resources, funding projections, and development of a strategic plan for capacity development. Inherent in such planning will be the integration of:

   a. Evaluation and development of strategic internet access for students during and beyond the school day (i.e., school labs, public library, potential other means);
   b. Resources designed to support instructional integration and guidance plans;
   c. Expanded access supporting 21st Century learning communities;
   d. Access to computers, tablets, and other devices including strategic planning for introduction of 1:1 learning opportunities;
   e. Increased reliability and continuity of support to speed operational readiness.

2. Systemic review of policies and procedures supporting educational technology.

   a. Policies and procedures include current efforts underway such as Annual Internet Safety presentations, Instructional Technology and staff communications, systemic school resource and technology readiness reporting.
   b. Upgrade recommendations include policy review of Code of Conduct elements as pertain to digital learning environments; Acceptable Use protocols; cooperative purchase planning supporting acquisition of commonly used items.

3. System upgrades through staged incremental roll outs and policy reviews. Upgrades will include districtwide systems, resources, policies, procedures, and assessments designed to improve and enhance district educational technology capacity. As such the following will be addressed:

   a. Broadband upgrades including network and wireless system access and reliability;
   b. Regular review of systems and support through stakeholder outreach.
   c. Integrated systemic efficiency including:
      i. Active Directory expansion;
      ii. Systemic migration as appropriate (i.e., email, staff and students);
      iii. Piloting of professional learning management systems;
      iv. Exploration of expansion of digital media, text, and video resources.

4. Ongoing development of capacity will reflect a differentiated approach to adult learning; strategic support of students through extended learning opportunities; and expedited access for students and staff to resources, such as:

   a. Strategic design of professional development supporting leaders and leadership teams on varied levels;
   b. On-demand resource access supporting self-directed learning;
   c. Virtualized resources aligned with district strategic achievement goals;
   d. Strategic resource integration and scaffolding support development;
   e. Ongoing development of shared knowledge portals in support of our global learning community.

Student … "Thank you for working so hard to make sure that Yonkers' students have the tools necessary for success."

Teacher … " The concept of 'redefinition' is quite important. Most people equate the use of technology with 'substitution'. I hope including this inspires those who read the plan to take Yonkers very seriously, as we work with students to solve problems in ways that would have been impossible in the past."

Policies and Procedures

District students are protected through varied means of supervision and management including web filtering software, direct instructional techniques, and resource areas. Through ongoing collaboration with the Westchester County District Attorney's Office, mandatory Internet Safety presentations are provided to all students in grade 6 and 7, as well as many students in grades 8 and above, annually. Instructional resources areas include a focus on Internet Safety, online behavior, cyber bullying awareness, and other relevant topics. District stakeholders comply with all imperatives as a component of the Code of Conduct and Acceptable Use Policies.

Recent New York State Education Department guidance updates regulations[16] include aspects of Cyberethics[17] and Internet Safety Program Evaluations[18] which require prompt attention to varied district policies and protocols. Planning review has included assessment of New York State Education Laws, district policy guides, and advancements in an accelerated instructional age in support of stakeholders.

Technologically relevant policies are a critical component of digitally rich learning environments. NYS Education Law Section 814 on Internet Safe Usage references internet safety and appropriate use for students such as:

- Clarified policies and regulations in place for misuse;
- Clear understanding of sanctions for misuse;
- Progressive levels of response for violations;
- Plans for disciplinary and/or legal action widely shared;
- Periodic audits of AUP compliance and updates as needed.

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16. http://www.p12.nysed.gov/dignityact/rgsection7.html
17. http://www.p12.nysed.gov/technology/internet_safety/resources.html#cyberethics
18. http://www.p12.nysed.gov/technology/internet_safety/documents/InternetSafetyProgramEvaluationRubric.pdf

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An initial audit of district policies and regulations has prompted the following recommendations for detailed revision and update through district teams.

Recommendations for review during the 2015 – 2016 school year:

- o   Code of Conduct

- o   Acceptable Use Policies
    - Internet Safety (4526.2);
    - Network (4526.1);
    - Electronic Information (4531);
    - Field Trips (4532)

- o   District Protocols
    - Scale-able guest Access for visitors (including USDOE, NYSED);
    - Standardization of protocols such as opt-in, opt-out;
    - Clarity and visibility of policies and protocols;
    - Development of Social Media policy guidance;
    - Web filtering protocols;
    - Resource and equipment provision protocols;
    - Exploration of Bring Your Own Device options for staff and students;
    - Policies and protocols for nonpublic school loans pursuant to Article 16 of Section 754 Education Law.

In addition to the above, areas of emerging concerns will be included in ongoing review and revision to support pro-active design.

Table #1: Milestone Projections*

PROJECTIONS	6/16	6/17	6/18
Targeted Upgrades			
Infrastructure: Network upgrade	*Winter '15*		
Infrastructure: Wi Fi upgrade	*Winter '15*		
Migration: Teacher eMail / Outlook	*Fall '15*		
Migration: Student eMail		*Fall '16*	
School Web Hosting: Migration Review	*Winter '15*	*Fall ' 16*	
Access			
Whole class projection – Readiness Audit Update	*Spring '16*		
In-Class Internet Access Development	*Ongoing*		
Priority Target 1: Student Access to Mobile Technology	*Ongoing – Spring '16 Pilots*		
Target 2: School Internet Access: School Day and Expanded	*Winter '15*		
Target 3: Promote Educational Internet Use	*Ongoing review of options*		
Systems			
Priority Target 4: Platform Upgrades (i.e., Equipment, W10)	*Spring '16*	*Ongoing*	
Priority Target 5: Increased system reliability (i.e., Wi-Fi)	*Spring '16*	*Ongoing*	
Virtualized Professional Development	*Spring '16*	*Ongoing*	
Operations: Universal Single Sign On (i.e, Moodle, Safari)	*Winter '15*	*Ongoing*	
Policy and Procedural Support	*Winter '15, initiation of revisions*		
Human Resources			
Refined differentiation/ staff development	*Winter '15*	*Ongoing*	
Refined differentiation/ student development	*Winter '15*	*Ongoing*	
Resource Development	*Fall '15*	*Ongoing*	
Shared knowledge	*Fall '15*	*Ongoing*	

Technology Plan Updates   Plan Update #1 / Posted: August 2016
Revised Plan: August 2015 Posted   Plan Update #2 / Posted: August 2017
                                                   Revision Process: September 2017-August 2018

* Planning will be coordinated with broader efforts which include SMART Bond funding and citywide wireless and system upgrades which are under review as of this plans creation.

Professional Development

Professional development reflects robust integration and application of content and pedagogical approaches at various levels.   Development of high quality practices and transparent use of techniques and tools is supported through ongoing training, development of internal capacity, growth of district leadership, and systemic sharing of information, processes and procedures. Professional development reflects differentiated support enhancing varied learning experiences including "at the elbow" coaching, 'just in time' training, as well as beyond the day workshops. Coaching includes individual coaching, group efforts through faculty meetings, workshops, as well as peer mentoring at the school and district level. Professional development is supported through grant funded projects, extended learning collegial networks, on-demand resources, and summer learning lab opportunities which reflect fully immersive learning experiences. Training and support is delivered through multiple means to students, teachers and administrators.

Ongoing assessment supports current objectives and future planning refinement. Included in professional development is evidence of use through active engagement and application of authentic tools.   Key resources include project based learning, Moodle, student response systems, web based adaptive tools, multimedia, and blended learning.

Professional development examples include:

- Training in the instructional use of tools, devices, and resources such as online resources such as Google Suite, Windows 10, Moodle, Safari Montage, SAS Curriculum Pathways;
- Discreet Resource/Tool Training including:
    - Student Response Systems;
    - Moodle;
    - Google Suite
    - Safari Montage Creation Station and Media Suite;
    - Computer Coding;
    - Geometers Sketchpad;
    - Freeware and vendor provided resources.
- Hardware such as student responder systems; varied tablets including iPads, ASUS;
- Support of interactive tools including software, hardware, and projection devices;
- Discreet professional training in project based learning and strategic educational design for understanding and differentiated instruction;
- Development of internal capacity through administrative coaching, lead-teacher and team development, student coaches, including building and district level teams.

- Conceptual topics include:
    - Virtualization tools / Capture That Screen!
    - Project Based Learning;
    - Virtual Advanced Placement and Virtual Learning Prep;
    - Online Student Mentoring
    - Flipped Learning

District Communications

Multiple levels of communications and planning are done through District and school-based departments via teams as well as coordinated collaboration. Objectives include developing shared knowledge, increased availability to resources, leadership identification and development, cooperative design.

Examples include:
- Instructional Technology Liaisons,
- Networking,
- Yonkers Quick Links,
- Yonkers Online Academy,
- Teams.

Instructional Technology Liaisons (ITL) – School technology representatives work collaboratively with school administrators and a district team supporting integration, resource review, professional development, and enhanced communication throughout the district learning community. Stakeholders discuss needs, concerns and raise awareness through regular meetings chaired by the Director of Instructional Technology and Science.

Networking – Shared communications and on-demand resources in support of instructional practice are developed to support stakeholder engagement with resources. A varied offering of vehicles provide support for a differentiated population, with the goal of ensuring ease of access, integration of new tools and techniques, and sharing of best practices. Communication tools include the discussion board, *Instructional Technology Yonkers Online (ITYO), Yonkers Quick Links, and Yonkers Online Academy.*

Yonkers Quick Links (YQL) - Quick Links is a collaboratively designed area supported through staff and student contributions.   Designed for open access, including browsers which may not preview images appropriately (i.e., older browsers), QL is designed as a functional tool for quick access to resources.

http://yps.yonkerspublicschools.net

Yonkers Online Academy (YOA) – Yonkers Online Academy is the district Learning Management Platform. A Moodle system, YOA provides online course access for students, shared resources and communication for staff, while providing students with experience in online learning modalities common in College. Teacher training in online learning has been supported through Race to the Top and Virtual Advanced Placement grant efforts through NYSED.

http://yoa.mrooms2.net

District Level Teams: The Division of Teaching and Learning supports coordinated collaboration, alignment, and redesign to increase a coherent efficiency of operations and instruction. Through the divisions of Instructional Technology, Science, School Improvement, Student Assessment, Infrastructure Technology, English language learners, Special Education, and other content areas, staff and students are supported through integrated technologies designed to enhance instruction, support opportunity, speed access to analytics for students and staff, and utilize technology to maximize instructional development.

Building Level Teams – In-building teams of school administrators, Instructional Technology Liaisons, student and staff technology integration leaders, develop school-based support for technologically infused learning environments. Teams include staff and students who model technology integration, with the goals of the prior 2012-2015 demonstrating a significant increase in districtwide communication supporting school based teams.

Yonkers Public Schools supports over 27,000 students in 39 schools over 20.3 miles.   The District currently employs approximately 12,500 personal devices, consisting of desktops, laptops and iPads. In addition, school resources include projectors, student response systems, SMART Boards, SMART Tables, document cameras, 3D Printers, and a range of devices supporting educational inquiry, design, and operations. The majority of the hardware resides in classrooms including technology classrooms, computer labs, carts, and libraries. Software resources are varied and designed to support distinct instructional as well as operational needs. All schools have a Local Area Network (LAN) operating at a minimum of 100 megabits per second (mbps). The majority of the 50(+) servers that manage the District's network have been virtualized using a mix of VMWare and Microsoft's Hyper V. These servers provide the District with a host of functionality such as Dynamic Host Configuration Protocol (DHCP) addressing, file and print sharing, email, Active Directory, etc The District's wireless network is distributed throughout all schools and a major upgrade to the wireless infrastructure is planned in an effort to meet the expanding mobile device demands and growth in student population. This upgrade has been filed for with the Federal E-Rate program. Upon approval, Yonkers Public Schools anticipates support of the 2015-2016 projected system upgrade.

Currently, all schools are part of the District's existing Wide Area Network (WAN), via fiber, which connects all locations back the Data center. This provides each school with 10 Gigabit per second (Gbps) access to WAN resources, including the Internet.   The Technology Department is continuously working with school administration, District administration and the Facility and Security Departments, to provide needed district support in the form of service, repairs, adds/moves/changes, as well as network and systems wiring.

Integration of resources, and accessibility, supports a district goal of extended learning for all students through empowered self-directed learning. Easy access to resources supporting instructional integration are posted through such areas as *Yonkers Online Building Support* while open access to virtual resources and software supports are found through *Yonkers Quick Links*. Requests for additional resources, access, and mobile technology tools, continues to grow District-wide. At the present time only District owned devices have access to both the wired and wireless networks. It is expected that the implementation of a new, more robust, wireless system will offer increased flexibility and accessibility in the upcoming years.

The Infrastructure Technology Department, with the assistance of building administrators, provides ongoing assessment of infrastructure needs for each school. This includes, but is not limited to, computers, printers, peripherals, wiring and other aspects of infrastructure support. These assessments provide guiding information which assists decision making to supplement and/or replace outdated hardware. These assessments assist efforts to meet the mandate for online State testing. A review of methods to support resource replenishment, such as projector bulbs and other ancillary resources, was completed in 2014-2015 and implemented.

Yonkers Public Schools works closely with non-public schools as specified by the New York State Education Department to provide hardware and software as necessary and requested. Requests are submitted in writing. Purchases are based on building aid ratios and enrollment to determine the individual school's allocation.   Schools are entitled to computers, printers, peripherals and other non-infrastructure equipment. In addition, efforts are supported through the inclusion of non-public schools in various initiatives such as Learning Technology Grants.

Service and Support

Enterprise Resource Planning (ERP)

In July 2012, the Yonkers Public Schools in conjunction with the City of Yonkers "went live" with Oracle's eBusiness Suite in a joint ERP system implementation. Since that time the system has received a great deal of attention to ensure its usability by the Finance Department as well as the user community. Despite the work that has been done to ensure that information flows throughout the program, there are shortcomings in the application, as well as the expense of maintain an application of this caliber. That has led to the selection to the Oracle application, New World, which is currently in the discovery phase of implementation. It is anticipated that the implementation would be completed during the 2015-2016 school year.

Help Desk

The District currently uses an online help desk system to capture user requests for technical support thereby enabling all staff members to submit a request for technical support. Within the department, we have a group of staff who respond to user requests for support. Members of the Central Office Help Desk team who monitor the helpdesk provide first line support, via telephone or remote assistance, in order to resolve issues prior to dispatching a technician.

Internet Access

All schools are centrally connected to the District's Data Center via the WAN and all Internet bound traffic filters through this single point of convergence. Currently all Internet traffic is accessed via a 1Gbps circuit. We are planning to increase that circuit speed to a 10Gbps circuit which will increase our Internet speed tenfold for all locations. All Internet traffic is subject to the scrutiny of the District's firewall as well as the Content Filtering system to ensure that all inappropriate web content remains outside of the network.

Safety and Security

The Technology Department works closely with the Safety and Security Department in providing service and support of the District's video surveillance system. This system provides video surveillance capabilities through the use of nearly 800 cameras installed in the majority of the schools and Central Office. These cameras capture a video record of activity throughout the District. Additionally, support is provided to the District key card entry system both in Central Office and those schools where this system is installed. The Yonkers Technology Department works with both the Security and Facility Departments to convert all key card entry, video surveillance, intrusion detection, and fire alert systems to IP based systems. This is a tremendous and costly endeavor. In an effort to modernize and provide consistent high tech security systems for the safety of the District's students and staff, the District is looking forward to including a security systems overhaul encompassing those mentioned above, in the design of our Smart Schools Investment Plan.

School Choice Application

The Yonkers Public Schools, as a result of a Federal mandate, is not a feeder school but rather a District of Choice. Parents have the opportunity to choose the school that they want their children to attend. Beginning in the 2010-2011 school year, an Online School Choice application was developed and piloted for a limited time during the District's annual "balloting" season. During this pilot parents were encouraged to assist the District by registering their child and choose their school via the online application. Following this successful pilot program the application was available for the entire application period. It is now the standard process for school balloting.

Student Information System

The District continues its use of *eSchoolPlus* as its Student Information System of choice. The system has been in place now for nearly five years and continues to meet our needs with regard to student information with continued expansion in succeeding years.

Technical Support Staff

Eleven field technicians provide school based technical support throughout the District. Their responsibilities include the installation, maintenance and troubleshooting of all computer related issues within our schools. The field technicians have been arranged in three teams with three to four technicians per team. Every school is visited by a member of the technical support group a minimum of once per week with some of the larger schools receiving visits two to three times per week. In addition, we have two additional members of the Technical Support team who provide server, email, Active Directory, content filtering, anti-virus and Central Office technical support; another member is dedicated to District-wide wiring projects and the maintenance and support of the District's video surveillance network; one System Engineer, reports directly to the Director of Infrastructure Support, assisting in the supervision of the technical support staff as well as providing all maintenance and support to the District's infrastructure and communications.

Voice Over IP (VoIP)

VoIP has been implemented in all locations District-wide.

Wide Area Network (WAN) Services

This service currently provides each entity within the District with 10 Gigabits per second (Gbps) WAN connectivity. The bandwidth affords our schools access to the delivery of content such as video distribution to the classroom, videoconferencing, Voice Over IP (VoIP), and countless other opportunities. During the 2014-2015, an upgrade from the 1,000 mbps WAN to a 10 gigabit per second (Gbps) WAN has been underway. We fully expect all circuits between all buildings to be live for the beginning of the 2015-2016 school year. The increase in bandwidth will provide our schools with a much faster connection which results directly in a speedier delivery of content.

Web Content Filtering

In order for the District to remain in compliance with the rules of the Children's Internet Protection Act (CIPA) we have a content filtering system in place to eliminate the access of inappropriate web content. Currently we employ the use of LightSpeed's content filter/SPAM control system. This system has been in place for the past three years and has been very successful. Yonkers Public Schools is in the process of planning to upgrade the existing hardware to distribute the load of the system as well as accommodate a 10Gbps Internet circuit.

Wireless Networking

Since 2003 the Yonkers Public Schools has provided wireless network access to virtually every classroom throughout all of its schools. During that time we began to see a growth in the number of wireless capable devices infused into the District. As a result we prepared for an overhaul of the system which took place in 2009. The upgrade to the wireless infrastructure once again provided the wireless network capabilities to the devices which were in the District and allowed for some growth. The introduction of the iPad led to another substantial increase in wireless enabled devices. We have since outgrown the ability of the system to keep up with the growth and need for wireless network access District-wide. We have once again taken the steps necessary to completely overhaul the existing system and are in the process of getting this project off the ground. We have applied for funding via the Federal E-Rate program and are awaiting a decision on our funding request for a new wireless network infrastructure. In conjunction with the wireless network infrastructure upgrade, we are also, again through the E-Rate program, seeking to perform numerous upgrades to our switched environment which the wireless network will tie directly into. Both of these projects are intended to meet the needs of the students and staff now and into the future. It is hoped that a successful funding commitment will be forthcoming shortly, as this would allow completion of the project during the first half of the 2015-2016 school year. Should we not receive a positive outcome from the E-Rate program we will include these projects in our Smart Schools Investment Plan.

Finance

Funding Sources

The Yonkers Public Schools make every effort to maximize the use of all funding opportunities available to provide the necessary support to all of our schools.   Through a strategically organized review process, varied funding sources are coordinated to maximize the use of all funding opportunities.   Through various funding sources, such as Capital funds, Grant funds, and reimbursement/discount programs, we can support District technology operations which include acquisitions, technical support, warranties, subscriptions and contracts, etc.   Capital funding supports all schools districtwide. Grant funds, which are pursued aggressively and provide a key source of fiscal support, are associated with specific district initiatives and thus available to the schools participating in those particular grant opportunities.   Reimbursement and/or discount programs have a set of criteria that schools must meet in order to be considered eligible for these types of funding supports. Funds and services are coordinated to assure both innovation and support of the district goal of universal equity and access.

E-Rate

Since the second year of this Federal discount program, the Yonkers Public Schools has been an active participant. Over the past sixteen years, the District has been fortunate to receive substantial discounts on our communications and infrastructure expenses. These discounts have given us the opportunity to provide a network that has afforded the students and teachers the ability to continue the infusion of technology into the curriculum.

School Technology Program (STVP)

The School Technology Voucher Program (STVP) was the result of a legal settlement agreement with Microsoft Corporation and the State of New York. Funding, in the form of vouchers, was distributed to public school districts throughout New York State. Within Yonkers 31 district schools were eligible for participation. Vouchers were provided in the form of General Purpose vouchers for approved hardware and specific software related expenses, and Specific Purpose vouchers for specified software purchases. The Technology Voucher program was intended to provide funding to assist eligible schools improve their readiness for computer-based testing (CBT) and support of technology-rich learning environments. The Yonkers Public Schools took a districtwide approach to this program. Schools that were not eligible under this program were supported through available District funding sources in order to provide equitable

distribution of hardware and software to reduce the device gap, as required to support computer based testing.[19]

Smart Schools Bond Act

The passing of the Smart Schools Bond Act in November 2014 offers Yonkers Public Schools substantial funding in support of connectivity, instructional technology, Pre-Kindergarten space; and/or high tech security features.   As part of the process for receiving the funding allocated, the District must first submit a technology plan then begin the development of a Smart Schools Investment Plan, to be approved by the Smart Schools Review Board. The Investment plan will be developed in conjunction with the District's 2015-2018 Technology Plan to align goals and objectives of the District's long term plan with regards to technology. This process will include input from all stakeholders, initial drafting and school board approval, with the plan posted on the district website for a minimum of 30 days, public hearing to engage stakeholder response.[20]

Table #2: Sample Funding Associations

Sample Funding Source / Discount Programs	Descriptors / Examples
Capital	District provided funding
Grant	Title I, Title II, Title III, School Improvement Grants, Learning Technology Grants, Race to the Top, Virtual Advanced Placement, Teaching is the Core, etc.
E-Rate	Discount program, Internet access
Computer Assisted Software (CAI)	Reimbursement / Discount Programs for Educational software
School Technology Program (STVP) a) General Purpose Voucher b) Specific Purpose Voucher	Reimbursement program for 31 schools a) Hardware and Software b) Select software, purchase only

19. http://www.p12.nysed.gov/technology/programs/techvouchers.html

20. http://www.p12.nysed.gov/mgtserv/smart_schools/

Extended Learning

New York State Education Department
Educational Design and Technology - http://www.p12.nysed.gov/technology/
Online and Blended Learning - http://www.p12.nysed.gov/technology/Online/online.html
Internet Safety Resources - http://www.p12.nysed.gov/technology/internet_safety/resources.html

United States Department of Education
Office of Educational Technology - http://tech.ed.gov/
Resources for Students and Families - http://tech.ed.gov/for-students-and-families/

International Society for Technology Education
Essential Conditions - http://www.iste.org/docs/pdfs/netsessentialconditions.pdf
Standards:
        Teacher - https://www.iste.org/docs/pdfs/20-14_ISTE_Standards-T_PDF.pdf
        Student - https://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf
        Administrator - http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-A_PDF.pdf

Yonkers Public Schools
Yonkers Online - http://yoa.mrooms2.net *(Moodle)*
        Professional resources, blended and virtual courses
District Quick Links - http://yps.yonkerspublicschools.net *(Google)*
        Collaboratively designed resource page created by staff and student contributions
District Website - http://www.yonkerspublicschools.org
School Web Pages and sites - http://ypschools.org

New York State Education Laws
Section 753, C.R. 100.12 – Instructional Technology Plans
Section 754 – Loan of Instructional Computer Hardware
C.R. 100.4 (a)(1) - Educational uses concepts of science, mathematics, social science, and language arts in a hands-on, systems-based approach to problem solving that guides students in the understanding, design and development of systems, devices and products to serve human needs and wants.
Regulations
- **100.5** – Credit for Online and Blended Coursework
- **100.5(d)(9)** – Credit for Independent Study
- **100.5(d)(8)** – Making up Course Credit
- **100.5(d)(1)** - Credit by Examination

To Learn More
How to Google - http://yps.yonkerspublicschools.net/how-to/google
How to Moodle – http://yps.yonkerspublicschools.net/how-to/moodle
Online Learning – http://yps.yonkerspublicschools.net/teacher-tools/continuing-education

To Support Design
Provide ongoing feedback throughout the year - https://goo.gl/ySYUYD

Acronyms

AD:	Active Directory
BYOD:	Bring Your Own Device
CBT:	Computer Based Testing
CCLS:	Common Core Learning Standards; CCLS ELA; CCLS Math
CCR:	College Career Readiness
CIPA:	Children's Internet Protection Act
CTE:	Career and Technical Education
DDI:	Data-Driven Instruction
E-Rate:	Discounted Telecommunications Services, *Education Rate*
FCC:	Federal Communications Commission
GBL:	Game Based Learning
ISTE:	International Society for Technology in Education
LAN:	Local Area Network
LMS	Learning Management System
OER:	Open Educational Resource
MOOC:	Massive Open Online Courses
NROC:	National Repository of Online Courses
PBL:	Project Based Learning
RTI:	Response To Intervention
Tier:	Tiers of intervention (1, 2, 3)
TPCK:	Technology Pedagogy Content Knowledge
SAMR:	Substitution Augmentation Modification Redefinition
SCALE:	Student Centered Active Learning Environments
SMART:	Specific, Measurable, Attainable, Realistic and Timely
UDL:	Universal Design for Learning
VAP:	Virtual Advanced Placement
VLE:	Virtual Learning Environment
WAN:	Wide Area Network

Glossary

21ˢᵗ Century Skills – Knowledge, skills, work habits and characteristics that are believed to be critically important to success in today's world.

3D Printing – A process for making a physical object from three-dimensional digital models. 3D Printing is a form of programmatic logical design which functions in a similar way to coding supporting logical thinking and productive work.

Active Directory (AD) – A Windows domain network directory service which supports a set of processes and services.

Asynchronous Learning – A student-centered teaching method that uses online learning resources to facilitate information sharing outside the constraints of time and place amount a network of people.

Blended Learning – Also known as hybrid or mixed-mode courses. These are classes in which a portion of the traditional face-to-face instruction is replaced by web-based online

Bring Your Own Device (BYOD) – The practice of allowing use of personal computers, smartphones, or other devices for work purposes.

Children's Internet Protection Act (CIPA) – Designed to address concerns about children's access to obscene or harmful content over the internet. Enacted by Congress in 2000, updated in 2011, CIPA addresses concerns about children's access to obscene or harmful content over the Internet. CIPA imposes certain requirements on schools and libraries which receive a discount for Internet access or internal connections through the E-rate.

Coding – *See Computer Coding.*

College and Career Readiness (CCR) – This term is reference to the content knowledge, skills, and habits students must possess to be successful in postsecondary education or training that leads to a sustaining career.

Competency Based Learning – An educational approach incorporating tangible evidence and measurement of growth. It may incorporate more concrete skills than abstract learning. It differs from other non-related approaches in that the unit of learning is extremely fine grained. Rather than a course or a module every individual skill/learning outcome, known as a competency, is one single unit.

Computer Coding – A term referencing instructional design incorporating programming language are often called source code. Coding is significant in educational environments for a variety of reasons, including student interest, development of logical thinking, and the implications for development of Habits of Mind.

Cyberethics – A reference to a code of social behaviors expected on the Internet including honesty, considerations of others, the respect for the rights and property of others. This is considered a critical component of Information Literacy teaching and learning, it is essential in developing a socially responsible approach to digital resource use. (This term may be used interchangeably with Netiquette.)

Data Driven Instruction (DDI) – The use of quantifiable data obtained from observable and measurable goals. Data driven instruction serves to guide the instructor in determining a student's next step after mastering a concept or guide instructional planning to determine modifications needed to provide a student with a better understanding of academic concepts.

Device Agnostic Environment– The use of resources which do not require a specific device, ubiquitous across devices, thereby eliminating device dependency upon a specific tool or platform.

Digital Literacy - Ability to use and be fluently utilize digital tools and resources.

E-Rate – A commonly used term for the Discounted Telecommunications Services for schools and libraries administered under the direction of the Federal Communications Commission.

Flipped Classroom – Also referred to as Flipped Learning. Learning environment in which classroom time is reserved to facilitated group projects and individualized instruction, with students accessing related assignments and work online and/or independently.

Game Based Learning – A type of **game** play with defined learning outcomes. Generally GBL is designed to balance subject matter with gameplay and the ability of the player to retain and apply said subject matter to the real world.

Google Sites – A structured wiki- and Web page-creation tool offered by Google as part of the Google Apps for Work productivity suite. The goal of Google Sites is for anyone to be able to create a team-orientedsite where multiple people can collaborate and share files. The district Google Site is yps.yonkerspublicschools.net also known as Quick Links.

Habits of Mind – A set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. Understanding and application of these habits provide skills to work through real life situations to gain positive outcomes.

International Society for Technology in Education – Educators, leaders and experts who are committed to expanding the horizons of education technology.

Just in Time Learning – A term referencing a system in which professional development and/or training is delivered immediately before they are required based on need in an effort to design personalized training when needed.

Learning Management System – A web-based platform designed for the digital delivery of aspects of online courses of study.

Lead / Lag Indicators – Terms referencing the Six Sigma Continuous improvement model in which trends are assessed to determine strategic planning and plan correction. Lead indicators act as positive trend markers, while lag indicators act as negative trend markers indicating required redirection and adjustment.

Mash Up – A mixture or fusion of disparate elements purposefully combined to create something new and unique.

Massive Open Online Course – An online course which is aimed at unlimited participation and open access via the web.

Moodle – A term referencing an open source learning platform which is customizable and often used for online learning. Moodle is an authentic digital learning tool used extensively in college and many PreK-12 virtual learning environments.

Netiquette - A term referencing a code of social behaviors expected on the Internet. It is a code of behavior which includes honesty, respect for rights and property of others, as well as consideration of others. Considered a critical component of Information Literacy teaching and learning, Netiquette is essential in developing a socially responsible approach to digital resource use. (This term may be used interchangeably with Cyberethics.)

Next Generation Learning – Different approaches to learning. Revived definitions of success based twenty-first-century expectations metrics. Reflects new ways of thinking about goals, methods, and environments thus opening up new possibilities for students and those serving them.

On Demand – A term referencing instructional resources which are available as soon as they are needed thereby creating a flexibly delivery of needed resources and information.

On Demand Learning – A training strategy whereby a learner gains access to knowledge based content in real time, any where and at any time. On demand and on demand learning are not the same, as on demand references immediacy of access to resources while on demand learning references asynchronous educational opportunities.

Open Educational Resource (OER) – Educational materials in the public domain which are available to the public for free.   Due to the open nature of these materials they can be freely copied, used, adjusted and adapted for instruction.

Response to Intervention (RTI) – An integrated approach to identification, support, and progress monitoring of student learning and behavioral needs. RTI references tiers of intervention and levels of support targeting academic and behavioral needs. *See also Tiers.*

SMART Goals – A term referencing the Yonkers Public Schools Superintendent Accountability goals which are **S**pecific, **M**easurable, **A**ttainable, **R**ealistic and **T**imely.

STEM – Educational programs which stress fluency to mastery through coherent programs incorporating Science, Technology, Engineering and Math. Variations may include STEAM – Science, Technology, Engineering, Art, and Math; STREAM – Science, Technology, Reading, Engineering, Art, and Math.

Student Centered Active Learning Environments (SCALE) – A term referencing learning environments in which students engage in activities promoting analysis, synthesis, and evaluation. Project based and well designed virtual learning can be examples of SCALE.

Substitution Augmentation Modification Redefinition (SAMR) – A term referencing a progressive model of technological adoption.

Synchronous Learning – A learning environment in which everyone participates in learning at the same time. An example of synchronous learning in a face-to-face environment is a classroom lecture.

Tiers of Intervention – *See also RTI.* Tiers of intervention are graduated levels of support. Tier 1 is the least intensive, or more global, in support. Tier 2 and 3 are increasingly intensive, or frequent, thus providing more thorough and/or focused academic and/or behavioral support.

Technology Pedagogy Content Knowledge – A term referencing integration of knowledge development through cohesive integration of content, pedagogy, and technology.

Universal Design for Learning (UDL) – Universal Design for Learning references a design approach which incorporates instructional goals and methods, materials and assessments, which guide instructional design to support all learners. Technology is a recognized tool supporting UDL. For example, technology may provide unique support for learners who may benefit from visuals, motion, speed controls, and/or auditory resources or amplification. *See also http://www.udlcenter.org/aboutudl/whatisudl*.

Virtual Advanced Placement – Virtual learning (online and blended instruction) Advanced Placement® (AP®) courses and tests

Virtual Learning Environment – A virtual classroom that allows teachers and students to communicate with each other online.

Web Filtering – *Also known as web content filtering.* A process by which an incoming web page is assessed to determine if some, or all, of the contents of a page should be displayed to the user.
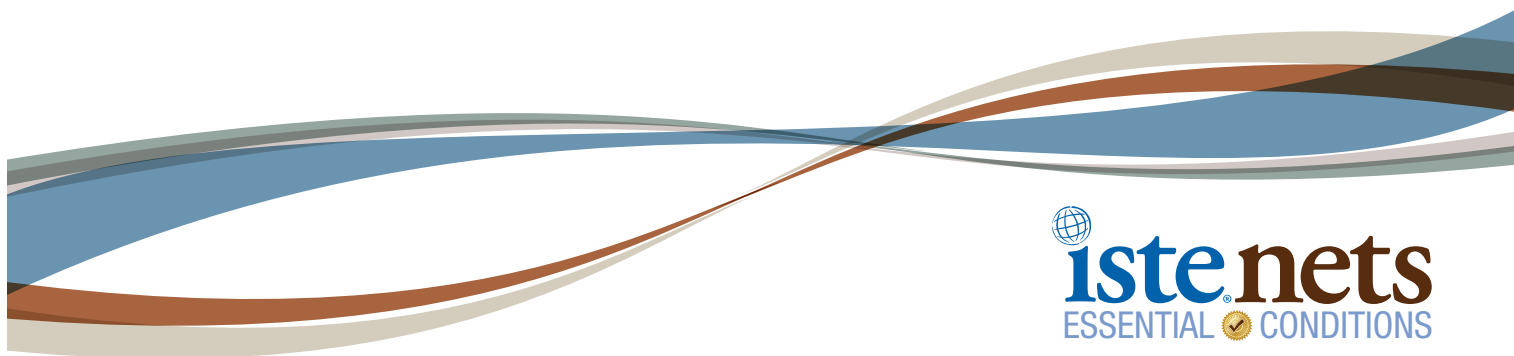
Wi-Fi – *Also known as WiFi.* Local area wireless computer networking technology that allows electronic devices to network using radio bands.

Yonkers Online Academy – The Yonkers Public Schools professional virtual learning space and program for students and staff. The address for Yonkers Online is http://yoa.mrooms2.net which can be accessed through guest and personal login codes. Yonkers Online Academy includes professional learning areas and private areas for both classes and teachers.

> To see a sample of an open resource area, visit **CARTS**
> Navigate to http://yoa.mrooms2.net/course/view.php?id=26.
> Login using the option for **guest access**.

Appendix A - ISTE Essential Conditions

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ESSENTIAL ✓ CONDITIONS

Essential Conditions
Necessary conditions to effectively leverage technology for learning:

Shared Vision
Proactive leadership in developing a shared vision for educational technology among all education stakeholders, including teachers and support staff, school and district administrators, teacher educators, students, parents, and the community

Empowered Leaders
Stakeholders at every level empowered to be leaders in effecting change

Implementation Planning
A systemic plan aligned with a shared vision for school effectiveness and student learning through the infusion of information and communication technology (ICT) and digital learning resources

Consistent and Adequate Funding
Ongoing funding to support technology infrastructure, personnel, digital resources, and staff development

Equitable Access
Robust and reliable access to current and emerging technologies and digital resources, with connectivity for all students, teachers, staff, and school leaders

Skilled Personnel
Educators, support staff, and other leaders skilled in the selection and effective use of appropriate ICT resources

Ongoing Professional Learning
Technology-related professional learning plans and opportunities with dedicated time to practice and share ideas

Technical Support
Consistent and reliable assistance for maintaining, renewing, and using ICT and digital learning resources

Curriculum Framework
Content standards and related digital curriculum resources that are aligned with and support digital age learning and work

Student-Centered Learning
Planning, teaching, and assessment centered around the needs and abilities of students

Assessment and Evaluation
Continuous assessment of teaching, learning, and leadership, and evaluation of the use of ICT and digital resources

Engaged Communities
Partnerships and collaboration within communities to support and fund the use of ICT and digital learning resources

Support Policies
Policies, financial plans, accountability measures, and incentive structures to support the use of ICT and other digital resources for learning and in district school operations

Supportive External Context
Policies and initiatives at the national, regional, and local levels to support schools and teacher preparation programs in the effective implementation of technology for achieving curriculum and learning technology (ICT) standards

iste.org/nets

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Appendix B – Yonkers Public Schools Common Core Quick Notes

Common Core *Quick Notes*

Key Features of the Standards

Reading: Text complexity and the growth of comprehension

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

Speaking and Listening: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Language: Conventions, effective use, and vocabulary

The Language standards include the essential "rules" of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain specific words and phrases.

Common Core *Quick Notes*

**Distribution of Literary and Information Passages by
Grade in the 2009 NAEP Reading Framework**

GRADE	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

**Distribution of Communicative Purposes by
Grade in the 2011 NAEP Writing Framework**

GRADE	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Portrait of students who are ready for college and careers:

- They demonstrate independence
- They build strong content knowledge
- They respond to the varying demands of audience, task, purpose, and discipline
- They comprehend as well as critique
- The value evidence
- They use technology and digital media strategically and capably
- They come to understand other perspectives and cultures

Goals of New York State Technology Plan:

- Access for all students to learning materials in electronic form, including video, text, and other digital content related to the school curriculum
- Students will access learning resources anywhere, anytime through the use of technology
- Standards-based, accessible digital content supports all curricula for learners
- Learners, teachers, and administrators are proficient in the use of technology for learning
- New York's technology infrastructure supports learning and teaching in all environments

New York State ELA Common Core
http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/p12_common_core_learning_standards_ela.pdf

Appendix C – *What Does Active Learning Look Like?*

Active Learning Environments

What does a student centered active learning environment *look* like?

Student Activity

The learning environment will actively engage students in higher-order thinking tasks. Student's will be doing most of the work and will be engaged in activities which support key higher-order thinking tasks: Analysis, Synthesis and Evaluation. Knowledge is directly experienced, constructed, acted upon, tested, or revised by the learner rather than 'absorbed'.	
Student will use varied resources to obtain information.	You will see student's gathering information beyond the school faculty by using: • Libraries • Web sites • On demand internet based media such as video and audio For example, activities may include gathering information from original sources through focus groups and interviews: o In person meetings o Videoconferences o Virtual discussions o Social networking.
Students will demonstrate their learning.	You will be able observe a student's ability to: • Analyze • Synthesize • Evaluate These will be demonstrated and can be documented through: o Projects o Presentations o Experiments o Simulations o Internships o Practicum's o Independent study projects o Peer teaching o Role playing o Written documents which may include research papers, blogs, web sites, online forums
Students will organize their work and reflect on their learning.	You will see student's actively: o Research information o Discuss and explain ideas o Observe demonstrations or phenomena o Solve problems o Formulate questions of their own
Students are highly involved in their learning.	You will see the student feel responsible for their learning and energetically strive to take greater responsibility for their learning.

Active Learning Environments

Classroom Learning Design

<table>
<tr>
<td colspan="2">The learning environment may be combined with cooperative and collaborative learning. Student's will be working interactively in teams that promote a combination of: Individual accountability and common goals</td>
</tr>
<tr>
<td>The learning environment incorporates pedagogically relevant approaches.</td>
<td>The learning environment is designed by the teacher to incorporate:
o High engagement activities and resources
o Student feedback loops which support gathering student interests which are used to design learning activities
o Blooms taxonomy and Gardiner's multiple intelligences
o Variable groupings
o Learning stations which support modular learning so that learning is delivered in manageable segments</td>
</tr>
<tr>
<td>The learning environment is highly aligned.</td>
<td>The learning environment is designed by the teacher to incorporate:
o Clear learning goals
o A structured design, such as an Understanding By Design format, in which the ultimate learning goal is a constant beacon throughout activities
o Ongoing assessment opportunities to determine what students have learned and what they need to revisit
o Realignment opportunities adjusted based on student learning
o Student feedback loops to identify what the students understand and clarify exactly what they do not understand</td>
</tr>
<tr>
<td>The learning environment is highly designed.</td>
<td>The learning environment is designed by the teacher to incorporate:
o A clarity of approach so that students understand the goals and objectives of what they are learning.
o Alignment of scope and sequence – what and when
o A design which focuses on what really matters and how to best support student learning.
o Consistency of plans, processes, information, resource decisions and analyses to support delivery of curricular goals and objectives.</td>
</tr>
<tr>
<td>Teachers acts as facilitator.</td>
<td>The teacher may use:
o Learning opportunities which reflect high interest and high engagement activities designed to support knowledge acquisition and development of understanding
o Materials will be delivered through an orchestrated design
o Opportunities to assess, refine, clarify, and adjust learning will be apparent
o Multiple approaches to collect information will be used including surveys, quizzes, and interviews</td>
</tr>
<tr>
<td>The learning environment reflects a common understanding of purpose and goals.</td>
<td>The environment will reflect a complimentary set of measures which support both a teacher and student in:
a) Planning, b) Tracking, c) Analysis
Improvement will occur at three distinct levels:
a) Individual, class, school and program level
b) Key processing level
c) Organization and leadership level</td>
</tr>
</table>

Appendix D – *Who Are Yonkers Online Student Mentors?*

Yonkers Online Academy - Student Mentor Project Fast Facts

Who are *YO-AO Now* Student Mentors?

YOSM support district virtual learning efforts through resource development, peer mentoring, and support of district virtual learning efforts. Students on the virtual help area are trained in both online learning and peer mentoring.

YOSM Online Mentors represent 11th and 12th Graders across the district.

o Gorton: 2	o Riverside High School: 1
o Lincoln High School: 3	o Roosevelt High School: 2
o Palisade Preparatory: 5	o Yonkers Middle High School: 6
o Saunders: 3	o Yonkers Montessori Academy: 2

YOSM read and write in multiple languages.

o Read / Write fluently 2nd language: 9	o Read / Write Malayalam: 1
o Write fluently in a second language: 6	o Read Arabic: 1
o Read / Write Spanish fluently: 4	o Read Bengali: 1
o Read / Write Portuguese fluently: 1	o Read Urdu: 1

YOSM have real world experience.

- Experienced success in rigorous coursework including I.B. and A.P.
- Successful online learners specifically trained to mentor peers in online learning

YOSM are thoughtful and reflect a new generation of learners.

I am: " … easy to talk to … organized … experienced … patient … encouraging … curious … dedicated … hardworking … cooperative … responsive …brave …thoughtful …"

Goals: "To release everyone's full potential because everyone has a full potential not being fully recognized … to be helpful to others …"

Skilled: "I am adaptable to the issues of most people facing difficulties … I try to relate to real world examples … I love to help … I have the ability to find the solution …I have many years of skills and experience"

They are today's student: "I am more sociable in an online setting as opposed to a face-to-face meeting … learning online is very important for me … I'm great at finding resources online … I have reliable sources … I have a lot of experience with technology … "

They want us to know: "It's cool what you guys are trying to do. Creating a new learning environment … I'm excited to hear more about this program and hopefully be a part of it … Online mentoring sounds like an amazing thing since the Internet is a powerful tool for education, of any kind …students need to adapt to a new learning environment … this project would be a benefit to a lot of students … "

Yonkers Online Student Mentor Project Objectives: Empowering students through the development of a student support network promoting success in virtual learning and rigorous coursework.

Appendix E – RTI Active Learning Worksheet

Student: _____

Class: _____ **Date:** _____

Date modifications attempted and results (on back)

Lesson Presentation:

_ Display materials/lesson concepts through multiple modes of presentation

_ Incorporate multiple forms of digital and supplemental materials

_ Integrate virtual / online resources

_ Integrate adaptive tools and resources

_ Provide opportunities for independent learning (i.e., projects, online resources)

_ Provide opportunities for group and individual student created projects

_ Encourage varied project formats demonstrating understanding

_ Provide clear goals and objectives

_ Check for understanding (i.e., goals, directions)

_ Provide one topic / focused rubrics / targeting specific areas of development

_ Create peer to peer training opportunities for student to provide, or receive, support

_ Engage student as peer mentor and/or techie for students and staff

Behaviors:

_ Evidence of active use of available resources during and/or beyond school hours

_ Evidence of expanded exploration based on independent pursuit of interests / needs

_ Observable active student work on topics and concepts

_ Use nonverbal cues to stay on task

_ Use digital cues and tools for positive reinforcement

_ Anticipate problems and develop preventative strategies

_ Include students as solution finders when troubleshooting

_ Use meaningful and specific praise / recognition related to task accomplishment

Adapted from Student Centered Active Learning Environments, Yonkers Public Schools

Date modifications attempted and results:

Date(s)	Modification(s)	Results/Reflections

Next Steps:

Appendix F – *Blended and Project Based Virtual Learning Worksheet*

Virtual Learning / Student Centered Active Learning / Student Empowered Learning

Consider: Think about a strategic integration approach to support your school and this resource. Think about lead indicators, and lag indicators. Lead indicators: Positive indicators of readiness.

1. What are **three lead indicators** that demonstrate some degree of readiness, or provide visibility, to virtual learning and project based efforts at your school?
   List the top three (do not list individuals or courses, but instructional efforts or large scale projects)

   i.

   ii.

   iii.

2. Who are your student leaders, or student leadership groups who could support your virtualization efforts? *List no more than 3*

   a.   b.   c.

   What are they **currently** doing which models, or supports, or could lend itself, to blended / project based learning efforts?

   i.

   ii.

   iii.

3. What <u>**one new thing**</u> could they do to support / model / promote / blended / project based learning? Or project based learning in a virtual learning environment?

4. What **two specific goals** could you achieve **within the next 3 weeks** to support / model / promote blended / virtual learning? *Consider: Identify one for students, one for self, or one for staff*

   1a.

   2a.

5. Restate these specific, achievable goals … as statements ...

1b) _____ will _____

_____

2b) _____ will _____

_____

6. What **3 student projects / products / or activities that <u>currently exist</u>** or are in the process of development which could be used as models for students?

7. What **1 <u>new</u>** student project / product **could be** created within the next three weeks which is an authentic, relevant project which would demonstrate or provide visibility to student centered active virtual learning and serve as a model? *Optional: Can you think of a second one?*

   a)

   b)

To achieve these school support development efforts, I will
(I will do the following by myself … with others … please be very specific)

   1.

   2.

   3.

To achieve this, I will support **my own efforts** by …

"Innovation is taking two things that already exist and putting them together in a new way."
   ~ Tom Freston

We cannot teach people anything; we can only help them discover it within themselves."
   ~ Galileo Galilei

Appendix G – Free Virtual Instructional Resources

Free Virtual Instructional Resources for Students and Staff

"The empires of the future are the empires of the mind."

~Winston Churchill

Yonkers Quick Links (QL) – http://yps.yonkerspublicschools.net
- ➢ Interactive and engaging web based resources
- ➢ Quick access to high quality educational resources
- ➢ Public, and designed for everyone
- ➢ Freeware / shareware critical component of resource collections

Reference **Section** - Detailed information on how to use a resource, or instructions on how to make a certain feature work. The goal is to make it easier to find information and resources quickly.
Resource **Section** - Quick access to collections of resources organized by themes.

Sampling of Student/Staff Favorite

Science
STEM QL – http://yps.yonkerspublicschools.net/resources/STEM_learning_lab

PHET -http://phet.colorado.edu
- Interactive simulations
- Through the University of Colorado

WISE - https://wise.berkeley.edu/
- Sign up required, free through the Concord Consortium

Social Studies
Martin Luther King QL – http://yps.yonkerspublicschools.net/resources/MLKJr

Mission US – http://www.mission-us.org
- Game based resource, grades 5th through 8th
- Funded through Corporation for Public Broadcasting and National Endowment for the Humanities

ELA **Read Write Think** - http://www.readwritethink.org/classroom-resources/student-interactives/
- For students K-12, interactive and print-ready items
  Organizing Your Essay   http://www.readwritethink.org/files/resources/interactives/essaymap/
  Timeline   http://www.readwritethink.org/files/resources/interactives/timeline_2/
- Partially funded through Verizon

Math **National Library of Virtual Manipulatives -** http://nlvm.usu.edu/
- Grades PreK-12
- Numbers & Operations, Algebra, Geometry, Measurement, Data Analysis & Probability
- Funded through National Science Foundation

You are viewing: Online Resources Free for NYS developed by

Lisa Perry, Director Instructional Technology and Science Yonkers Public Schools

Free Virtual Instructional Resources for Students and Staff

The Arts

National Gallery of Art – Art Zone – http://www.nga.gov/content/ngaweb/education/kids.html
Art.com – http://artpad.art.com/artpad/painter/painter.swf
Virtual Keyboard – http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks2/music/piano/
- Available through Binghamton City Council, Powered by It's Learning

Creative Resources/Project Based Learning – http://yps.yonkerspublicschools.net/resources/create
- **Scratch -** http://scratch.mit.edu/   Project of the MIT *Lifelong Kindergarten Group*
  - o   Learn Scratch – http://yps.yonkerspublicschools.net/resources/create/scratch
- **Alice -** http://www.alice.org/index.php   Gift from Carnegie Mellon University
  - o   Learn Alice – http://www.aliceprogramming.net

Computer Coding - http://yps.yonkerspublicschools.net/resources/coding
- Create Animation – https://www.madewithcode.com/project/animation
- Code.org – Tutorial for various ages – http://code.org/learn
- Hour of Code – Overview to the National Hour of Code event - http://hourofcode.com/us
- Computer Science Education Week - http://csedweek.org/about
- Harvard – Hour of Code with Scratch - http://scratched.gse.harvard.edu/hoc/

Explore the World
Videoconferencing / Webcams - http://yps.yonkerspublicschools.net/resources/videoconferencing
- San Diego Zoo Panda Cam - http://zoo.sandiegozoo.org/cams/panda-cam
- Monterey Aquarium - http://www.montereybayaquarium.org/animals-and-experiences/live-web-cams

Smithsonian Idea Labs – http://www.smithsonianeducation.org/students/idealabs/idealabs.html
- Size up the universe – http://www.smithsonianeducation.org/students/idealabs/universe.html
- Available through the Smithsonian Center for Learning and Digital Access

SAS Curriculum Pathways – http://yps.yonkerspublicschools.net/reference/sas
- ELA, Math, Science, Social Studies, Spanish for grades 6 and above
- All New York State schools have access through NYIT/teacher center, Private/Public
     Partnership
- Use a student account to explore the following
  - o   Student Trial Account: why14experiment
       Password: *(none needed)*
    Writing Planner   http://www.sascurriculumpathways.com/portal/Launch?id=4001
    Writing Drafter   http://www.sascurriculumpathways.com/portal/Launch?id=4002
    Writing Reviser   http://www.sascurriculumpathways.com/portal/Launch?id=4003

Please note: Internet links change. Links included here are active as of the creation of this document 12/5/14
For more information visit http://yps.yonkerspublicschools.net/nextgen
To recommend a resource, please write lperry@yonkerspublicschools.org
Lisa Perry, Director Instructional Technology and Science Yonkers Public Schools

Appendix H – District Resources Supporting English Fluency

DIVISION OF TEACHING AND LEARNING
Resources with Varied Content in English and Spanish

Games / Read Aloud	**BrainPop** - Suite of content. Includes video, games, quizzes, and activities. **BrainPop Español** - http://esp.brainpop.com/ **BrainPop ESL** - http://www.brainpopesl.com/ *For more information:* http://yps.yonkerspublicschools.net/reference/brainpop **BookFlix -** http://yps.yonkerspublicschools.net/resources/eBooks Library of animated books for K-2. Many books available in both English and Spanish. As the text is read, each word lights up, making it easy to follow along.
Translate	**World Book Online -** http://yps.yonkerspublicschools.net/reference/world-book-online Translate resources into over 30 languages. Text can be set to read aloud. **Google Translate** – https://translate.google.com/ *Translation Support*. While not perfect, a handy tool to translate text into multiple languages.
Write	**Read Write Think -** http://www.readwritethink.org/search/?resource_type=16 Suite of interactive resources for all ages. Supports reading, writing, deep understanding.
Resources	**Ell Resource Page –** http://yps.yonkerspublicschools.net/resources/ell Resources for English language learners developed by, and for, the district. **LOTE –** http://yps.yonkerspublicschools.net/resources/lote Resources in multiple languages. Please feel free to recommend resources to our district resource pages.

DIVISION OF TEACHING AND LEARNING
Resources with Varied Content in English and Spanish

Safari Montage Library Video

Direct Link - http://media.yonkerspublicschools.org
District Link – http://yps.yonkerspublicschools.net/reference/safari-montage

Login with school login codes.
To search for resources:
1) Select specific types of resources.
2) Select results which include Spanish.
3) Results will be in English and Spanish.

Video ~ Audio and visual

4) To play, select the green arrow. 5) Select English or Spanish during playback.
The audio can be adjusted. It can be sped up and slowed down during playback.

For more information or to recommend resources, LPerry@yonkerspublicschools.org

Appendix I – Software Sampling

Software - Alpha Format
Adobe Creative Suite
Aegom K-8
Amazing Animals
America the Beautiful
BookFlix
BrainPop
CAD
Camtasia/Snagit
Country Watch
EasyBib
eChalk
Encyclopedia Americana
EngageNY
enVision
eSchoolPlus
Geometer's Sketchpad
GO Searches
Google Drive
Google Sites
Grolier Online

Imagination Suite
   - Pixie
   - Frames
   - Share
   - Image Blender

Journeys
Lands and Peoples
Learn Zillions
Microsoft Suite

(Continued)
MovieMaker
MyLearningPlan
Naviance
Neighborhood Map Machine
New Book of Knowledge
New Book of Popular Science
Notebook Software
Nueva Enciclopedia Cumbre
One More Story
Photostory
Reading Companion
Read Naturally

Safari Montage
   - Creation Station
   - Video Library

SAS Curriculum Pathways
ScienceFlix
Study Island
Teachers Try Science
TrueFlix
Video On Demand
VITAL NY
Vocabulary.com
Web Blender
World and I
World Book Online

APPs: Varied, for recommended see
yps.yonkerspublicschools.net/resources/ipads

Appendix J – Strategic Planning Scorecard

Global	Targeted Goals	Lead Indicators	Oct	Feb	May
1. Achievement	➤ Integration of instructional technologies supporting achievement: A) Alignment of tools, resources, and active learning techniques; B) Access of technologies supporting feedback loops; C) Student access to resources which extend learning.	1. School communication to students and families regarding instructional technologies aligned with achievement objectives; 2. Evident integration of school, class, student feedback loops; 3. Use of instructional technologies extending learning.	—	—	—
2. Operations	➤ Connectivity: Above industry standard internet for all district schools including wireless connectivity in and on school grounds for students and staff; ➤ Resources: Device and software review and upgrade planning; ➤ Support assuring 99% achievement of school activities.	1. 99.9% network reliability and 90% wireless reliability throughout schools and on schools premises; 2. Current platforms for Windows, iPads, and other devices, or no more than one upgrade away. 3. Help-desk closure reflecting 6 weeks or less.	—	—	—
3. Access	➤ Equity: Access in all schools to instructional hardware facilitating technologically rich instruction with 100% of schools having a) shared space, b) whole class support, and c) 30% emerging 1:1. ➤ Ongoing alignment of PD supporting integrated technologies; ➤ Funding appropriate to support and expand student and staff access to resources and tools which promote student achievement.	1. District school based resources guidance tools (6/16); 2. District strategic resources and internet access plans (6/16), a) resource provision plan projections staff and students, b) internet access plans and policies 3. Observable integration of technological tools, techniques, and resources by students through active learning.	—	—	—
4. Development	➤ Integrated alignment of professional development supporting overall District and School achievement goals; ➤ Collaborative school based teams, staff and students, supporting school instructional technologies; ➤ High visibility of technologies supporting achievement by staff.	1. School based accessibility of resources clarifying integrated techniques and tools to support student achievement; 2. School a) ITL representation and support, b) measurable virtual resource integration, and c) student production. 3. Evidence of shared communications from students and staff.	—	—	—
5. Readiness	➤ School based resource readiness (hardware, software); ➤ Staff training and development which reflects student achievement, resources, and stakeholder demonstrated needs; ➤ Access to online and school based instructional tools.	1. *See Operational Readiness* 2. *See Development* 3. School strategy development to support student access both in, and beyond, the school day to educational resources.	—	—	—
6. Leadership	➤ Expansion of school based student technology leadership; ➤ Shared communication techniques supporting differentiated development of instructional technologies; ➤ Shared communication platforms.	1. Communication regarding student leadership efforts; 2. Evidence of school based techniques supporting shared communication regarding effective tools and techniques; 3. Progressive refinement of district communication networks.	—	—	—

Assessment Tools: Help desk audit, feedback looping, Administrative and Instructional Technologist Communications, surveys, and other means.

Guide: Draft 3

Revised 9-25-15

2015-2018 / v2

9/20____ – 8/20___ #

Location:

Name(s):

Date:

Lead Indicators	Area	Lag Indicators
- - - -		- - -
- - - -		- - -
- - - -		- - -

What	Who	When

Next Steps:

Revised 9-25-15

2015-2018 / v2

Appendix K – Acceptable Use Policy, Staff

THE YONKERS PUBLIC SCHOOLS POLICY ON THE USE OF THE INTERNET, THE YONKERS PUBLIC SCHOOLS INTRANET, ELECTRONIC MAIL, AND COMPUTER ACCESS BY AUTHORIZED USERS

User Agreement Form
(Teachers, Staff, Consultants, Volunteers, etc.)

PURPOSE:

This policy sets forth the standards governing Yonkers Public Schools (YPS) authorized users access to local, state, national and international sources of information through the Internet, the YPS Intranet, and computer and electronic mail access. This policy also sets forth the rules under which authorized users may continue their access to and use of these resources. This policy promotes the ethical, legal, and work-related use of the Internet, Intranet, electronic mail and computer access.

Pursuant to this policy, use of information resources must be consistent with the purposes for which these resources have been provided. Access to the Internet, Intranet, and computer and electronic mail access is a privilege that is provided to authorized users to help transact YPS business through job related functions. These resources provide the means with which users may communicate effectively with schools, central service center departments, region offices, the public, other government entities, and the business sector. These resources are to be used to respond to work-related inquiries, to research YPS related information, and to inform the public about district programs and services. They are to be used in a manner which does not violate the public trust, and which is in accordance with this policy and regulations established from time to time by the Board of Education.

The purpose of the system is not merely to provide students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, professional or career development, and limited high quality, self-discovery activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses that might be acceptable on a user's private personal account on another system may not be acceptable on this limited purpose network.

I. GENERAL PROVISIONS

All authorized users (defined as YPS employees, consultants, parent or community volunteers under the supervision of a school principal and non-Board employees such as interns) are to adhere to the provisions of this policy. Use of Internet, Intranet, computer access, and YPS electronic mail must be in compliance with federal and state laws, City ordinances, and Yonkers Board of Education Board Rules, policies, and procedures including, but not limited to, the Ethics Policy, personnel procedures, and policies prohibiting discrimination in all forms.

The Internet, Intranet, computer access, and electronic mail resources are to be used only for business pertaining to the Yonkers Public Schools.

Users are responsible for appropriate behavior on the school's computer network. Communications on the network are often public in nature. General school rules for behavior and communications apply. It is expected that users will comply with district standards and the specific rules set forth in this document. The use of the network is a privilege, not a right, and may be revoked if abused. The user is personally responsible for his/her actions in accessing and utilizing the school's computer resources.

Department supervisors, the principals of schools and the Technology Department of the Yonkers Public Schools have the authority to enroll and terminate use privileges of the Internet, Intranet, computer access, and electronic mail.

II. ACCESSIBILITY

Access to e-mail and the Internet will enable staff to explore thousands of libraries, databases, museums, and other repositories of information and to exchange personal communication with other Internet users around the world. Users should be aware that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate, or potentially offensive. While the purposes of the school are to use Internet resources for constructive educational goals, users may find ways to access other materials. The YPS believe that the benefits to the user from access to the Internet in the form of information resources and opportunities for collaboration exceed the disadvantages.

III. SECURITY

The YPS Board of Education shall establish rules and regulations governing the use and security of the district's computer network. Failure to comply with district policy and regulations for use of the network may result in disciplinary action, as well as suspension and/or revocation of computer access privileges.

Security issues which impact use of these resources include, but are not necessarily limited to, the following:

> All authorized users are to report promptly any breaches of computer security and violations of acceptable use to their supervisor, the principal of the school or the Technology Department of the Yonkers Public Schools.

> Users shall not use a modem to dial into any online service provider or Internet Service Provider (I.S.P.) while connected to the Network, as this poses a security risk to the Network through these connections.

> Users shall not disclose the contents or existence of YPS computer files, electronic mail, or other information to anyone other than authorized recipients.

> Users shall not distribute their password(s) or information regarding other users' passwords or security systems.

> Users shall not distribute confidential documents, files, or correspondence without taking appropriate steps such as encryption to prevent unauthorized access.

> Users are not to engage in "hacking" of any kind, including, but not limited to, the unlawful entry into an electronic system to access information.

IV. USE OF INTERNET, COMPUTER ACCESS, AND ELECTRONIC MAIL

A. ACCEPTABLE USES

Acceptable uses of the Internet, computer access, and electronic mail include, but are not necessarily limited to, the following:

> Use of these resources shall not disrupt service to other authorized users.

> Users may access appropriate technologies related to job-related functions, such as effective communications with schools, central office departments, the public, other government entities, and the business sector. These resources are to be used to respond to work-related inquiries, to research YPS related information, and to inform the public about authorized programs and services.

> Materials, including Public Domain materials, may be downloaded or uploaded using the network as long as these materials are related to business functions only. Users may distribute authorized

materials in the Public Domain. The user assumes all responsibility regarding the determination of whether the materials are in the Public Domain; further, the user assumes all responsibility regarding his or her decision to place unauthorized materials in the Public Domain. The Board of Education is not liable for copyright violations that may occur.

Due to system-wide standardization, users may not be able to download stand-alone applications from the Internet.

Some materials on the global Internet are termed "Shareware." These materials may be downloaded and used, but they are copyrighted materials. The copyright holder usually gives permission to use the material for examination. If users choose to continue using these materials, the copyright holder often requests that the user registers his/her usage and may ask that a license fee be paid. The user assumes responsibility for all license fees charged for the utilization of Shareware materials. No employee, consultant, volunteer or other user is permitted under any circumstance to incur fees or charges on behalf of the Yonkers Board of Education for any goods or services through the use of the Internet, Intranet or E-mail.

B. UNACCEPTABLE USES

Unacceptable uses of the Internet, Intranet, computer access, and electronic mail include, but are not necessarily limited to, the following:

No outgoing message on the Internet, Intranet, or via electronic mail may purport to make a statement of policy, either expressly or by implication, except for messages that quote policies, Board Rules, procedures, documents published by the YPS, or other official sources.

Non-work related uses - - including but not limited to games, wagering, gambling, junk mail, shopping, chain letters, jokes, private business activities, raffles, fundraisers, political lobbying, or religious activities - - are prohibited under this policy.

Unauthorized advertising of YPS projects or programs is prohibited.
Soliciting or distributing information with the intent to cause personal harm, bodily injury, harassment, or which describe or promote the use of weapons or devices associated with terrorist activities, or which is likely to or intended to incite violence, is prohibited.

Accessing information which may contain sexually explicit images or information in violation of generally accepted social standards for use of a publicly-owned and operated communication vehicle, or which could be considered to be harassing or disparaging of others on the basis of, but not necessarily limited to, race, national origin, sex, sexual preference, marital status, age, disability, religion, ancestry, parental status, military discharge status, or lawful source of income is prohibited.

Use of the Internet, Intranet, computer access, or electronic mail for the purpose of intentionally spreading computer viruses or programs which loop repeatedly, or for the purpose of infiltrating a computer system without authorization, or for damaging or altering without authorization the software components of a computer or computer system is prohibited.

Seeking to gain or gaining unauthorized access to information contained in students' records is prohibited.

Destruction, alteration, dismantlement, disfigurement, prevention of rightful access to or interference with the integrity of critical computer-based information and/or information resources, without authorization, is prohibited.

Interference with the privacy rights of individuals or entities who are creators, authors, users, or subjects of the information resources, without authorization, is prohibited.

Providing or permitting access to unauthorized individuals is prohibited.

Use of copyright or proprietary information without permission of the author is prohibited. As provided by federal law and international treaties, copyrighted materials shall not be uploaded without prior permission of the copyright holder. Except as expressly permitted, copyrighted materials shall not be distributed to others. Copyrighted materials shall not be altered, nor shall the author's attribution or copyright notices be modified.

V. USER CONDUCT

User conduct while on the Internet, Intranet, or the electronic mail system should reflect standards of use for public interaction with other users.

Users are to conduct themselves in a professional manner, as representatives of the Yonkers Public Schools. Users are to be clear and cogent in all communications, and are to read and spell-check all documents before sending.

Users are to respect privacy and are not to represent themselves as another user, unless explicitly authorized to do so by that user.

VI. ASSUMPTION OF RISK

The Yonkers Public Schools will make a good faith effort to keep the system and its available information accurate. However, authorized users acknowledge that there is no warranty of any kind, either express or implied, regarding the accuracy, quality, or validity of any of the data or information available. For example, and without limitation, the YPS does not warrant that the network will be error free or free of computer viruses. In making use of these resources, the user agrees to release the Board of Education of the City of Yonkers from all claims of any kind, including claims for direct or indirect, incidental, or consequential damages of any nature, arising from the user's use or inability to use the network, and from any claim for negligence in connection with the operation of the Network, provided, however, that claims for legal defense and /or indemnification pursuant to Education Law Secs. 3023, 3028, or other statute or contractual provision, are not released herein and are reserved to the user.

The user further acknowledges that the information available through interconnecting networks may be inaccurate. The Network has no ability to maintain such information and has no authority over these materials. The YPS makes no warranty of any kind, either express or implied, regarding the accuracy, quality, or validity of the data and/or information residing on or passing through the network from outside networks. Use of the Network is at the risk of the authorized user.

VII. POLICY MODIFICATIONS

The Yonkers Public Schools reserves the right to amend this Acceptable Use Policy and will notify users of the amendments, when such amendments are made. Use of the network shall constitute acceptance of this policy and acceptance of all future amendments that may be adopted. Any user who determines that he or she cannot comply with all terms and conditions of this policy must request in writing that a Network Administrator of the YPS Technology Department terminate his or her access.

VIII. INDEMNIFICATION

The authorized user indemnifies and holds harmless the Board of Education of the City of Yonkers from any claims, including attorney's fees, resulting from the user's activities while utilizing the Network that cause direct or indirect damage to the user, the Yonkers Public Schools, the Yonkers Board of Education or third parties. Provided, however, that this indemnification and hold harmless provision shall not apply to any claims, including attorney's fees, resulting from activities of the user taken during the discharge of his duties within the scope of his employment or authorized volunteer duties.

IX. PRIVACY, MONITORING AND ENFORCEMENT

Users do not have a personal privacy interest in anything created, received or stored on the Internet, Intranet, or electronic mail systems, as these systems are neither secure nor private. The YPS has the right to monitor Internet, Intranet, and electronic mail use to ensure that these resources are being used for appropriate purposes, consistent with this policy. An individual search will be conducted if there is reasonable suspicion that a user has violated this policy, the YPS disciplinary code or the law. Searches may include computer hard drives, related discs and other data storage media belonging to the school district or used in district owned computers.

When the supervisor of an authorized user determines inappropriate use, the supervisor will notify, in writing, a Network Administrator of the YPS, who is authorized to terminate the user's access privileges. An employee may appeal this decision through the Superintendent of schools; a consultant may appeal this decision directly to his or her supervisor; and a parent- or community-volunteer may appeal this decision directly to the school principal.

The Yonkers Public Schools will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through the Network. Inappropriate use of these resources in violation of this policy may subject the user to corrective action consistent with YPS personnel rules, Board Rules, policies, and the discipline policies for employees. Corrective actions may range from suspension of access privileges up to and including discharge and criminal prosecution.

Appendix L – Acceptable Use Policy, Students

YONKERS PUBLIC SCHOOLS

<u>**THE USE OF COMPUTERS, THE INTERNET AND ELECTRONIC MAIL**</u>

<u>**STUDENT PERMISSION FORM**</u>

The Yonkers Public Schools are pleased to offer students access to a computer network for electronic mail and the Internet. Should a parent prefer that a student not have e-mail and Internet access, use of the computers is still possible for more traditional purposes such as word processing.

What is possible?

Access to e-mail and the Internet will enable students to explore thousands of libraries, databases, museums, and other repositories of information and to exchange personal communication with other Internet users around the world. Families should be aware that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate, or potentially offensive. While the purposes of the school are to use Internet resources for constructive educational goals, students may find ways to access other materials. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed the disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. Therefore, we support and respect each family's right to decide whether or not to apply for access.

What is expected?

Students are responsible for appropriate behavior on the school's computer network just as they are in a classroom or on a school playground. Communications on the network are often public in nature. General school rules for behavior and communications apply. It is expected that users will comply with district standards and the specific rules set forth below. The use of the network is a privilege, not a right, and may be revoked if abused. The user is personally responsible for his/her actions in accessing and utilizing the school's computer resources. The students are advised never to access, keep, or send anything that they would not want their parents or teachers to see.

What are the rules?

Privacy -- Network storage areas may be treated like school lockers. Network administrators, who may review communications to maintain system integrity, will insure that students are using the system responsibly.

Storage capacity -- Users are expected to remain within allocated disk space and delete e-mail or other material, which takes up excessive storage space.

Illegal copying -- Students should never download or install any copyrighted material, including movies, television programs or sound recordings, commercial software, shareware or freeware onto network drives or disks, unless they have written permission from the Network Administrator. Nor should students copy other people's work or intrude into other people's files.

Inappropriate materials or language -- No profane, abusive or impolite language should be used to communicate, nor should materials be accessed which are not in line with the rules of school behavior. A good rule to follow is never view, send, or access materials, which you would not want your teachers and parents to see. Should students encounter such material by accident, they should report it to their teacher immediately.

Advice

These are guidelines to follow to prevent the loss of network privileges at School:

1. Do not use a computer to harm other people or their work.

2. Do not damage the computer or the network in any way.

3. Do not interfere with the operation of the network by installing illegal software, shareware, or freeware

4. Do not violate copyright, including the unauthorized sending or receiving on the Internet, files of movies, television programs or sound recording. This also includes the unauthorized copying of these files.

5. Do not view, send or display offensive messages or pictures.

6. Do not share your password with another person.

7. Do not waste limited resources such as disk space or printing capacity.

8. Do not trespass in another's folders, work, or files.

9. Do notify an adult immediately, if by accident, you encounter materials, which violate the rules of appropriate use.

10. BE PREPARED to be held accountable for your actions and for the loss of privileges if the Rules of Appropriate Use are violated.

11. Students may not use computers to make purchases of any kind. The School District retains sole discretion to revoke usage privileges in any case where District policies or guidelines are violated.

Appendix M – Computer Loan Procedure, Non-Public Schools

**Procedure for the Loan of Instructional
Computer Hardware to Non-Public Schools**

The Yonkers Public Schools shall make available, in accordance with the regulations set forth by the New York State Education Department, computer equipment for students attending non-public schools within the City of Yonkers. **The statute declares that the District's responsibility in this endeavor is to provide the equivalent of our per pupil allocation of $24.20 times our building aid ratio of 54.4% ($24.20 x .544 = *$13.1648 per enrolled student*).**

All requests for computer hardware to be loaned to an individual institution ***must*** be communicated to the Yonkers Public Schools in writing ***via email*** to:
Christopher Carvalho ccarvalho@yonkerspublicschools.org
Johanna Tramantano jtramantano@yonkerspublicschools.org

Included in the request, in addition to the requested hardware (see below for eligible hardware), should be:

- The name of the class or instructional program for which the equipment shall be used in conjunction with
- A single point of contact identified by the requesting school for all requests made on behalf of the receiving school, including phone number, fax number and email address of contact person
- The enrollment of the requesting school for grades K-12
- Storage capabilities of the requesting school for the equipment on loan while school is not in session. Schools able to facilitate the storage of the equipment on loan shall make the Yonkers Public Schools aware of that ability
- Those unable to house the equipment will be notified as to when the equipment is to be returned to the District. The requesting school shall be the custodian of the individual students or group of students making the request name, address and phone number in the event that the lending District requests such information.

All equipment will be asset tagged by Yonkers Public Schools personnel and added to the District's inventory. The inventory information for the equipment on loan to each school will be provided upon fulfillment of the request. The equipment eligible for this loan program includes the following:

- Mini computers
- Micro Computers
- Peripheral devices such as:
    - Printers
    - Video displays
    - Plotters
    - Disk storage units
- Telecommunications hardware, including modems
- Special hardware boards
- Cables
- Audio, video, touch-sensitive and other electronic to human interface hardware
- Other such computer hardware as may be required for the operation of a computer-based instructional program.

Appendix N – Technology Plan Analysis and Evaluation, 2013 through 2015

2013 – 2014

- Instructional Technology Liaison Meetings

- School based Instructional Technology and Technical Support Efforts

- General Category and Specific Category Voucher Task Forces: Discovery, Reporting, Purchase Efforts

2014 – 2015

- Instructional Technology Liaisons – 10/20, 1/12, 2/23, 6/8

- Instructional Technology Liaison and Administrative Review – May – June 2015

- Technology Plan Committee – 12/9, 1/14, 1/28, 2/11, 3/11, 3/23, 4/15, 4/20, 4/22

- Outreach: Unified Yonkers Student Leadership Council; Yonkers Parent Teacher Association; Yonkers Online Students / Staff; Yonkers Tech Share Event

- Stakeholder Online Survey – Open from May through July 2015

Samples following include:

- Specific Category Voucher Timeline
- Agendas, Instructional Technology Liaison meetings, Technology Planning meetings, Unified Yonkers Student Leadership Council meeting and activity
- Sample, Student Home Access Survey (*Shared by a PreK-8 school*)
- Spring Online Survey

Specific Category Vouchers

Central Office: Lisa Perry, Assistant Director, Instructional Technology and Media; Maura Gleeson, Assistant Director, English Language Arts; Donald DeMatteo, Assistant Director, Social Studies
Schools: Principal Ian Sherman, Lincoln High School; Principal Don Solimene, Foxfire School; Assistant Principal, James Mulligan, Yonkers Middle High School

Task Force Formed – Focus: Specific Category Vouchers Representatives from Central Office and Schools	**November 2013**
Discovery, Exploration, and Data Collection - Resource areas created through online areas for shared collaboration and quick access. - Web survey portal established to gather broad cross section of data. - Outreach to all schools through Instructional Technology Liaisons which represent every district school - Review of past, current, and potential resources - Communication with Central and School Administrators and Teachers - Review of resources through demonstration/access - Evaluation of costs - Assurance to ensure viability **Objective:** Resource discovery to match goals and objectives of S-Voucher program; balance of efficiency, impact, and cost effectiveness. **Goal of the S-Voucher Program:** Support of the New York State Regents Reform Agenda which incorporates CCLS, College and Career Readiness, development of 21st Century Skills, and preparation of online assessment. (3 months, across holiday period)	**November** **through** **January 2014**
Suite of products identified as priority resources. Offering provided to schools for selection. Selections will be made through consultation and availability of resources. (1 month)	**February**
Recommendations presented to the Board for approval. Upon acceptance: Resolutions will be developed	**March**
Resolutions developed / Moved through system (2 months)	**March - April**
Presented for formal Board approval Upon acceptance, orders entered	**April**
Orders received / Payment issued (3 months)	**May - July**
Reimbursement requests presented to NYSED	**July – August**
Remuneration projected / Refunds Received	**August - Sept**
Voucher Opportunity Closes / Reimbursement period closed as of 11/1/14	**October – November**

DIVISION OF TEACHING AND LEARNING
Instructional Technology Liaisons
Palisade Prep
October 20, 2014
3:45 p.m. - 5:45 p.m.

> *"I challenge you to make your life a masterpiece.*
> *I challenge you to join the ranks of those people*
> *who live what they teach, who walk their talk."*
> **~ Tony Robbins**

Mission Statement
Instructional Technology Liaisons foster a positive, supportive, and respectful culture of innovative instructional practice empowering stakeholders to flourish, excel, and continually improve in their use of technology as life-long learners.

Goals:
- ➢ Develop collaborative vision of NextGen Teaching and Learning
- ➢ Develop school based strategies to develop and support instructional technologies targeting Yonkers Public Schools SMART Goals, NYSED Regents Reform Agenda Goals of Common Core Learning Standards, College and Career Readiness, technologically rich learning environments
- ➢ Create tangible resources supporting student achievement and district planning

- Mission / Shared Vision

- Digital Age Learning – Excellence in professional practice
    - o Schools – What and where
    - o Exemplars
    - o Digital Citizenship

- Systemic Improvement
    - o Strategic Planning
    - o Educational Technology Planning
    - o Policies

ITL meetings: 1/12, 2/23, 6/8

Facilitator: Lisa Perry, Director
Instructional Technology and Science

Technology Assessment Support:

1) Internet reliability – Wireless (Wifi) and networked machines
2) Celebrate your school as a model of Instructional Technology
3) Contact information

1) Use a post it note to identify the status of the internet at your school
   a) Put your school name at the top
   b) Identify the status of your wireless internet (not network internet) for laptops, iPads, and Nooks
   c) Put the completed post-it on the large paper under the appropriate category
   d) If the internet for your networked machines is not good, add another post it to the sheet provided and put the post it in the appropriate space on the chart.

2) Let's share with the district the great things happening at **your** school. Go to the following link. Identify models of integrated use of technology to support instruction.
   http://goo.gl/Rm9vnR

3) Check the Instructional Technology Liaison page.   Make sure your information is there. This page will be open for a week or so.   **http://goo.gl/9d4Mwm**
   On this page indicate if you would like to be added to -
   a) the district discussion board if you're not already on it
   b) the district Google Domain if you're not already on it

If you wish/need to complete this information after our meeting, please send me an email as these pages will close. Thank you ~ Lisa   lperry@yonkerspublicschools.org

DIVISION OF TEACHING AND LEARNING
Instructional Technology Liaisons
Palisade Prep
January 12, 2015
3:45 p.m. - 5:45 p.m.

*"Change is the law of life. And those who look only
to the past or the present are certain to miss the future."*
~ John F. Kennedy

Mission Statement
Instructional Technology Liaisons foster a positive, supportive, and respectful culture of innovative instructional practice empowering stakeholders to flourish, excel, and continually improve in their use of technology as life-long learners.

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➢ Develop collaborative vision of NextGen Teaching and Learning
➢ Develop school based strategies to develop and support instructional technologies targeting Yonkers Public Schools SMART Goals, NYSED Regents Reform Agenda Goals of Common Core Learning Standards, College and Career Readiness, technologically rich learning environments
➢ Create tangible resources supporting student achievement and district planning

- Assessment Updates
    o SMARTBoards/Projection
    o Software - Geometers Sketchpad
    o Internet Safety

- New Resources
    o Specific Category Voucher Software – Initial roll out: Imagination Suite
    o New Media

- School Updates

- New: Everfi

- Systemic Improvement
    o Strategic Planning
    o Educational Technology Planning
    o Policies

ITL meetings: 2/23, 6/8 *targeted to be added*

Quick Links – http://yps.yonkerspublicschools.net
Martin Luther King Jr. - http://yps.yonkerspublicschools.net/resources/MLKJr
Everyfi - http://www.everfi.com/digital-education
YOA – http://yoa.mrooms2.net

Guests: Representatives of Everfi
Facilitator: Lisa Perry, Director Instructional Technology and Science

DIVISION OF TEACHING AND LEARNING
Technology Plan Committee
Board of Education ~ Phone Conference
December 9, 2014 | 10:00 a.m. – 10:30 a.m.

> *"I challenge you to make your life a masterpiece.*
> *I challenge you to join the ranks of those people*
> *who live what they teach, who walk their talk."*
>
> **~ Tony Robbins**

- Welcome

- Technology Plan Committee:
    - o **Central Office:** Deputy Superintendent Edwin Quezada, Assistant Superintendent Christine Montero, Executive Director Christopher Macaluso (Professional Development and Mathematics), Executive Director Elaine Shine (School Improvement); Project Facilitators Director Lisa Perry (Instructional Technology and Science); Director Christopher Carvalho (Infrastructural Technology).
    - o **School Administration:** Principal Elda Perez-Meija, Hostos; Principal Marwan Saygeh School 30; Principal Donald Solimene, Riverside High School; Principal Ian Sherman, Lincoln High School; Principal Michelle Yazurlo, Palisade Preparatory; Assistant Principal Carol Baiocco, Westchester 29.
    - o **Teachers:** Jessica Piccoli, Casimir Pulaski, Mathematics Department Representative; Darryl Mouzon, Yonkers Middle High School, English Teacher and Instructional Technology Liaison; Nasser Ibrahim, Riverside High School, Technology Teacher and Instructional Technology Liaison.
    - o **Students:** Unified Yonkers Student Leadership Council (UYSLC), coordinated through Donald DeMatteo, Assistant Principal, Yonkers Montessori Academy; Yonkers Online Student Mentors (YOSM), coordinated through Yonkers Online Academy efforts.
    - o **Community:** Bob Cacace, Commissioner Department of Information Technology, City of Yonkers; Marla Hurban, Director Intergenerational Programs, JCY-Westchester Community Partners.

- Goals:

    - o Technology 3 Year Plan 7/2015 – 6/2018
    - o Subcommittee work
    - o Shared documents and virtual collaboration, in person meetings
    - o Team dates:
        - ▪ 1/ 14 (W) – 9:30 a.m. - 11:00 a.m.
        - ▪ 1/28 (W) – 3:45 p.m. -   5:45 p.m.
        - ▪ 2/11 (W) – 3:45 p.m. - 5:45 p.m.
        - ▪ *Additional added as needed*

Current: http://www.yonkerspublicschools.org/docs/technology/2012-2015-Technology-Plan.pdf

Facilitators: Lisa Perry, Director Instructional Technology and Science
Chris Carvalho, Director Infrastructural Technology

DIVISION OF TEACHING AND LEARNING
Technology Plan Committee

March 11, 2015 ~ 3:45 p.m. - 5:45 p.m.

> *"The difficulty lies not so much in developing new ideas*
> *as escaping from old ones."* ~ John Maynard Keynes

Strategic Planning   -   Development of Goals Designed for the Future

- Recap: Districtwide Systems; Policies, Procedures

- Focus Today:

  - What are our goals as a district?

  - How will we get there?

  - How can we express those imperatives in the TP?

  - How can we clarify our technological leadership in NYS?

    Development of lead indicators and goal setting

- Development

- Next Steps: Outreach

Timeline:	March - Develop	4/15 – Final/Share	May – Presentation	June – Adoption

Next TPC meetings: 3/25, 4/15

Links
USDOE Infrastructural Guide - http://tech.ed.gov/wp-content/uploads/2014/11/Future-Ready-Schools-Building-Technology-Infrastructure-for-Learning-....pdf
TPC Moodle Room – http://yoa.mrooms2.net/course/view.php?id=185#section-2.

Facilitator: Lisa Perry, Director Instructional Technology and Science

DIVISION OF TEACHING AND LEARNING

Goals & Strategies **-** Sampling of drivers and their components

- Automation
  - Efficiency
  - Data
  - Human resources
  - Alignment

- Connectivity
  - Virtualization
  - Systems
  - Community / PLCs
  - Communication

- Pedagogy
  - Professional Development
  - Engagement
  - Process
  - Procedures
  - Assessment

- Access
  - Resources reflecting flexible learning
  - School readiness
  - Policies

Our focus: Not $, not gadgets, not what is, not what was
 … instead – what are the big ideas of education.

*What they **can** be for our stakeholders. What are our goals as a district?*
Then, we will use data to support our
       1. Reviews / assessment / Baselines: HW / SW
       2. Consider:
- *New Systems: Safari Montage*
- *New Systems: Windows 10*
  - *What / Why / Shifting Capacity to Users*
- *Reframing for flexibility:*
- *Whole class*
- *1:1 instruction*
- *…. What else?*

Facilitator: Lisa Perry, Director Instructional Technology and Science

DIVISION OF TEACHING AND LEARNING
Technology Planning
Board of Education
April 20, 2015 ~ 11:00 a.m. - 12:00 p.m.

> *"The difficulty lies not so much in developing new ideas*
> *as escaping from old ones."*   ~ John Maynard Keynes

Strategic Planning   -   Options Review: Stage 2

- Resource review / System Design

  o Tools supporting media and video conference delivery

- Safari – Modular system

  o Current configuration
    - Creation Station districtwide
    - School / home access staff & students districtwide
    - On-Demand Media (15 schools)

- Integrated live and recorded digital TV & Media delivery

  o IPTV
  o SupeTube
  o SML

Reference
SML - http://www.safarimontage.com/Products/products_smlive.aspx
IPTV – http://www.safarimontage.com/Solutions/iptv.aspx
SupeTube – http://www.safarimontage.com/Products/supetube.aspx

Facilitators: Mark Galpern and Andrew Cary, SAFARI Montage
Lisa Perry, Director Instructional Technology and Science

YONKERS PUBLIC SCHOOLS

DIVISION OF TEACHING AND LEARNING

Tech Support
Board of Education
September 11, 2014 | 10:30 a.m. - 11:30 a.m.

> *"There is no time for ease and comfort. It is time to dare and endure."*
> **~ Winston Churchill**

- Access and Equity through Virtual Learning – All Schools
    - o NYSED Report, review importance of coordination
    - o Grants: ConnectedNation application, review
    - o Yonkers Online
    - o Quick Links

- Technical Support / Access - School Readiness update –
    - o Status - YMH; M31; P16; M25; Gorton
    - o Points of concern: iPad and Nook returns, Wifi Palisade
- Software/Systems Updates
    - o Accessibility resolved: DropBox, Google Domain
    - o Vimeo - Date of availability: Projected Mid Sept
    - o Safari Media Player / AD – Mike is checking login sync issue; students should be group – what is status
    - o Imagination Suite – *September install requested, PD in planning*
    - o Read Naturally – *September install requested, PD in planning*
    - o Camtasia/Snagit - *September install requested, PD in planning*
- New Administrator support
    - o Confirming: cells provided
    - o Devices?
    - o Systems update – Admins added to eChalk; Google; Moodle
- Resource update requests
    - o Information requested: Status of Visual Pro & Servers. Need to accept in Oracle
    - o Adobe CS6 provided, in process of installation
    - o Image update – Please provide any updates/changes
    - o Reminder: system conversations need to be coordinated (i.e., when communications go out please cc me) Example: AD for High Schools

- Consistent / Adequate Funding - Computer assisted instructional (CAI) software
    - o Update request – Last note: *Waiting for bond*
    - o Renewal of Moodle and number of licenses, courses increasing
    - o Concern regarding use of CAI for production purposes – discuss

Facilitator: Lisa Perry, Director Instructional Technology & Science

DIVISION OF TEACHING AND LEARNING

Page 2

- Professional Learning / Policies
    o Updated: Login guide, Wired to Learn, Administrative Support
    o Initiate this month: Process protocol guide
    o Exploration of integration of servers and systems (i.e., IBM Server, Safari, Moodle, Domain)

- Start: End: Items for two weeks (W):

Facilitator: Lisa Perry, Director Instructional Technology & Science

DIVISION OF TEACHING AND LEARNING
Yonkers Online – Advance Opportunity Now
Coordination Meeting
Lincoln High School
March 19, 2015   ~   3:45 p.m. - 5:15 p.m.

> *"It is not in the stars to hold our destiny*
> *but in ourselves."*
> ~ **William Shakespeare**

- Updates

  - VL / AP Prep launched
  - Courses created
  - HP Streams ordered; ASUS under review
  - *What do you see in your schools?*
    - *How are you helping your schools?*

- Progress and Planning

  - VL AP Prep – "Office hours"
  - Courses – Sharing out
  - Key Development Efforts – … through 6/15
  - Supporting school adoptions

- Development Opportunities

  - Support of school adoptions – Resources and events
  - Communication regarding Tech Planning – are you available …
  - Online mentors - YOSM hours
  - Team contribution opportunities

Links
VL & AP Prep –   http://yonkers.nyit.edu/course/view.php?id=42
Yonkers Online Academy – http://yoa.mrooms2.net   Login: YOAteam / wins
Quick Links –   http://yps.yonkerspublicschools.net
My Big Future - https://bigfuture.collegeboard.org/
  Resources - https://bigfuture.collegeboard.org/get-started/for-parents/webinar-financial-aid-tips-info-students-families

Facilitator: Lisa Perry, Director Instructional Technology and Science

Palisade Preparatory School

Unified Yonkers Student Leadership Council Meeting 2014-2015

Thursday, November 20, 2014

1:30-3:30 PM

Agenda

Part I

Aim: College Readiness from 9th through 12th Grade…Are we College Ready?

Pledge of Allegiance & Welcome---Student Body President, Owanate Kio- Amieyeofori

Ice Breaker---Adjectives, Adjectives!!!

College Essay Writing, English Department Representative

Mercy College, Dana Morrow--Admission Counselor

Manhattan College, Brett Fuller, Admissions & Financial Aid Counselor

Iona College, Lisa Monteiro-Bennett, Admissions Counselor

Berkeley College, Lori McBrinn, Admissions Counselor

Lunch

Part II

Instructional Technology Planning – Lisa Perry

Group Concerns, Robert's Rules of Order***

Post High School Career Plans, Palisade Preparatory SGO***

School Teaming & Planning, Breakout Session

Contributing to the Future

When you think about school, what are your most memorable moments?

Think about the technologies tools – hardware, software, and web resources – that you use to help you in daily life, and resources you are interested in learning.

> **Activity 1:** a) Please read the article below in which a 7th grader shares her opinion.
> b) As you read, reflect upon this question – What do **you** think school should be like?
> c) Discuss the questions provided.
> d) Use the web link to share your thoughts.

> **Activity 2:** Over the holiday break please read the district Technology Plan.
> In the 2015, we will start to work on revising the plan.

Thank you for your help.

Mrs. Perry
Director Instructional Technology and Science
Division of Teaching and Learning
lperry@yonkerspublicschools.org

7th Grader Shared What School Should Be Like
November 30, 2014

By: McKinley, 7th grade student in Bethesda, MD

In elementary school, school was so much fun. For everyone. It was interactive, we worked in groups, it was fun and exciting. Every day I learned something new and did something fun. Then I went to middle school. It was the opposite of elementary school. Classes were boring, there were no fun activities, even some of the teachers seemed disinterested. There were some days when I came home and my mom asked me what I learned in school that day. I replied honestly, "I forget," or, "I don't know." Nothing was interesting enough to capture my attention. I found myself liking school less and less, and everyone I know agreed with me. This is what it would take for me to like school again.

In middle school, we don't really do projects anymore. My teachers' idea of a project is writing a long, boring paper about a slightly irrelevant topic that nobody really cares about. This is not how it should be. Projects should be creative and engaging, where people work in groups and make something very creative that relates to what they're learning about. This will help solidify what they're learning in a different way, and because kids are in groups, they can help each other and end up having more fun than they would have if they were working alone. Speaking of groups, working in groups is very important. If kids sit in groups instead of rows, they will learn how to work together, get help from each other, and be more engaged because everything is way more fun when you're with your friends!

School should be more interactive. Lessons should involve everyone in the class to ensure that everyone is engaged and learning. We should play lots of games and do other fun things where

you actually have to think and be involved. *There should be little to no worksheets.* Worksheets should only be used to reinforce another activity or to capture ideas from research. There should be a good balance between figuring things out on your own and a teacher explaining things. For example, a teacher could put up a new math problem on the board, and using what you know, you try to figure it out by yourself. Then you could get in groups and share ideas, which will take what you're thinking even further. After that, the teacher will explain the correct way to solve the problem. This will teach kids how to think instead of just being told things, but in the end they will also know the correct way to do it and will learn even more about the topic.

Kids and teachers should have a real relationship. Kids will learn better if they feel they know who their teachers are and their teachers know who they are. If teachers really know who their kids are and what they like to do, they can adjust their lessons to make them more engaging. Also, it feels good to have a teacher really know you, and it puts kids in a more comfortable environment. If kids feel very comfortable and free to be themselves, they are more involved in the lesson which will take their learning experience further. The classroom environment should be very low pressure. Everyone should know that it's okay to get an answer wrong, and that everyone's ideas are appreciated and useful in discussions. Teachers should make sure that kids are comfortable with the material before giving tests, and they should really prepare the kids for the test and tell them what the test will be like before they take it. Also, they should only assign a little bit of homework, and only assign it when it's absolutely necessary. Homework doesn't do very much. People say it cements what kids learn in class, but kids are so focused on just getting it done that they don't try their best. Most of the learning should take place at school. That's the whole purpose of going to school- to learn. Homework is just another reason that kids really dislike school. We should have a lot less.

Having school be engaging and interactive is much more important than people think. People say that the sole purpose of school is to learn, and that's true. But how are we supposed to learn if we're bored all the time? We should be excited about school. We should play games and do fun projects and cool activities. This will help everyone learn more and will make kids actually happy about going to school. That is how it should be.

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1) Reflect on the following: What is your opinion? When you think about school, what technologies have you used to help you learn either during the school day or while doing homework? What tools would you have liked to have used? How could technology be used to change how students learn, and help them learn more deeply and in a more engaging way? Visit http://goo.gl/PH7KTv and submit your thoughts.

2) Before the next UYSLC meeting please read the district technology plan.
http://www.yonkerspublicschools.org/docs/technology/2012-2015-Technology-Plan.pdf

Please pay special attention to pages 2 – 12, but also come up with new ideas, things that might be good to add. If you think of anything over the holiday break, please submit these ideas through - http://goo.gl/VQBzRc

Thank you!

School Name:	No. of families in the school:

Home Computer Use Survey

The purpose of this questionnaire is to assess how many children have access to the Internet and a computer.

Student Name: _____ Grade/Teacher:_____

Computer and Internet Use

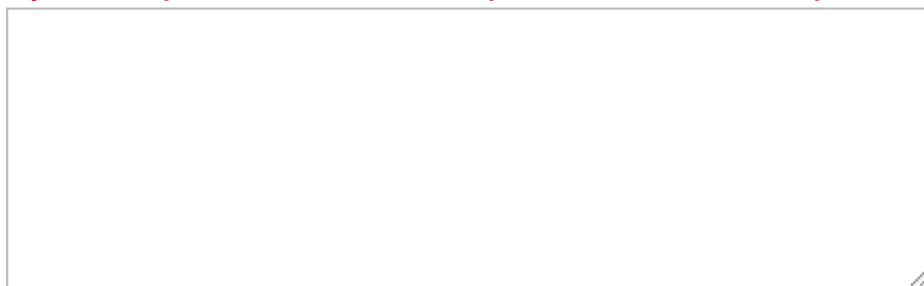|			
	Do you have a computer at home?	Yes ☐	No ☐
	Do you have internet?	Yes ☐	No ☐
	Does your child have access to the computer?	Yes ☐	No ☐
	If you do not have a computer at home, do you have access to a friend's, family or library computer?	Yes ☐	No ☐

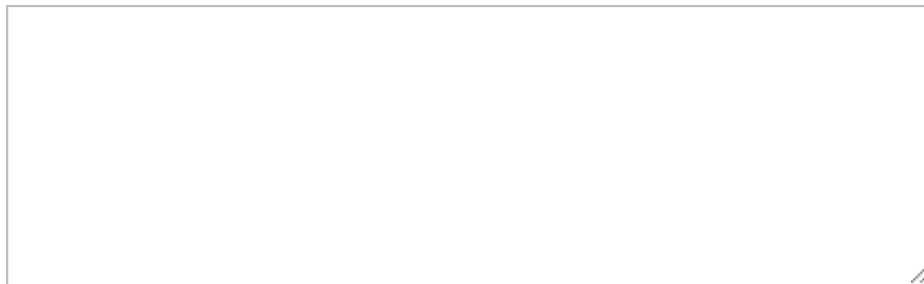Reporting Completed by:

9/14

Technology Plan - Feedback

Thank you for contributing feedback to support development and refinement of the 2015-2018 district comprehensive technology plan. The plan is currently in draft, and will undergo one more phase of revision and update. If you have specific questions which you would prefer to address through direct communication, please write LPerry@yonkerspublicschools.org.
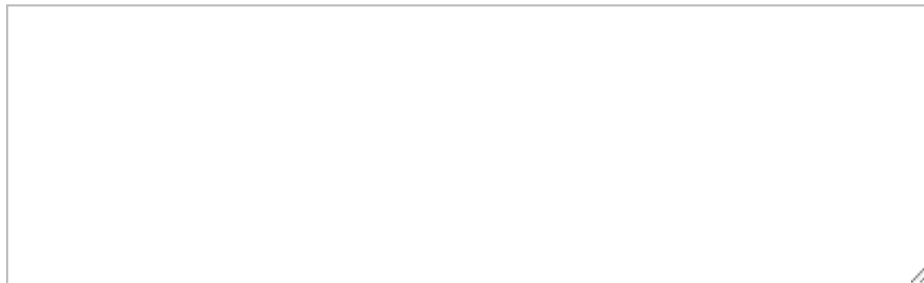
* Required

If you have specific recommendations please - Be as detailed as possible so that it can be addressed.

Do you have general feedback regarding the 2015-2018 Technology Plan?

Do you have any questions?

Please let us know what you think, in general of the Tech Plan *

○ It is excellent

○ It is very good overall

○ It is pretty good

○ It is not good

○ No opinion

○ Other: [   ]

Would you like someone to contact you?

☐ Not necessary

☐ Yes

If you responded yes, please provide a phone number or email and your name.

[   ]

If you responded yes, provide detail as to what the communication is regarding so follow up can proceed with the appropriate party.

[   ]

Please let us know who is providing feedback. Check all which apply. *

☐ I am a district Teacher

☐ I am a district Administrator

☐ I am a Yonkers Student

☐ I am a Yonkers Student Union member

☐ Instructional Technology Liaison

☐ I am a Yonkers Trustee

☐ I work for the City of Yonkers (not BOE)

☐ I am a Yonkers resident

☐ I prefer not to say

☐ Other: [   ]

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