

Albion Central School District

Instructional Technology Plan

2022-2025



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Approved by the Albion BOE on June 6, 2022*

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Instructional Technology Plan
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Strategic Technology Planning

NYSED Vision for District Instructional Technology Plans

District Instructional Technology Plans, required by Commissioner's Regulation 100.12, will support the mission of the NYS Board of Regents, which is to ensure that every child has equitable access to the highest quality educational opportunities, services and supports in schools that provide effective instruction aligned to the state's standards, as well as positive learning environments so that each child is prepared for success in college, career, and citizenship.

District Mission & Vision

Mission:

Achievement, Character, and Success for Life...ACS

Vision:

The vision of the Albion CSD is to develop productive and responsible students, citizens and leaders.

Core Values:

We believe that we can achieve our vision and accomplish our mission if in all of our work we strive to:

1. Focus on students and their individual needs.
2. Act with kindness and compassion.
3. Demonstrate integrity.
4. Commit to continuous growth and improvement.
5. Collaborate with all stakeholders.

Technology Vision

The vision of the Instructional Technology Committee and various stakeholders involved is to promote the use of technology to increase efficiency of school operations, support teaching, and enhance student learning through the use of technology.

Planning Process

The planning process for the 2022-2025 Instructional Technology Plan included meetings with administrators, IT staff, teachers, parents and students. Groups met various times throughout the school year to develop and receive feedback on this plan.

<i>Date & Time of Meeting(s)</i>	<i>Individuals Involved</i>
May 5, 2021 (1:30 - 3:30 pm)	Instructional Technology Committee (administrators, IT staff and teachers)
August 4, 2021 (9:00 am - 12:30 pm)	Instructional Technology Committee (administrators, IT staff and teachers)
September 29, 2021 (12:15 pm - 2:30 pm)	Instructional Technology Committee (administrators, IT staff and teachers)
October 14, 2021 (6:30 pm)	Parent Focus Group (administrators and parents)
October 15, 2021 (2:00 - 3:00 pm)	Student Focus Group (administrators, teachers and students)
October 27, 2021 (12:15 pm - 2:30 pm)	Instructional Technology Committee (administrators, IT staff and teachers)
Date & Time TBD	Parent Focus Group (administrators and parents)
Date & Time TBD	Student Focus Group (administrators, teachers and students)

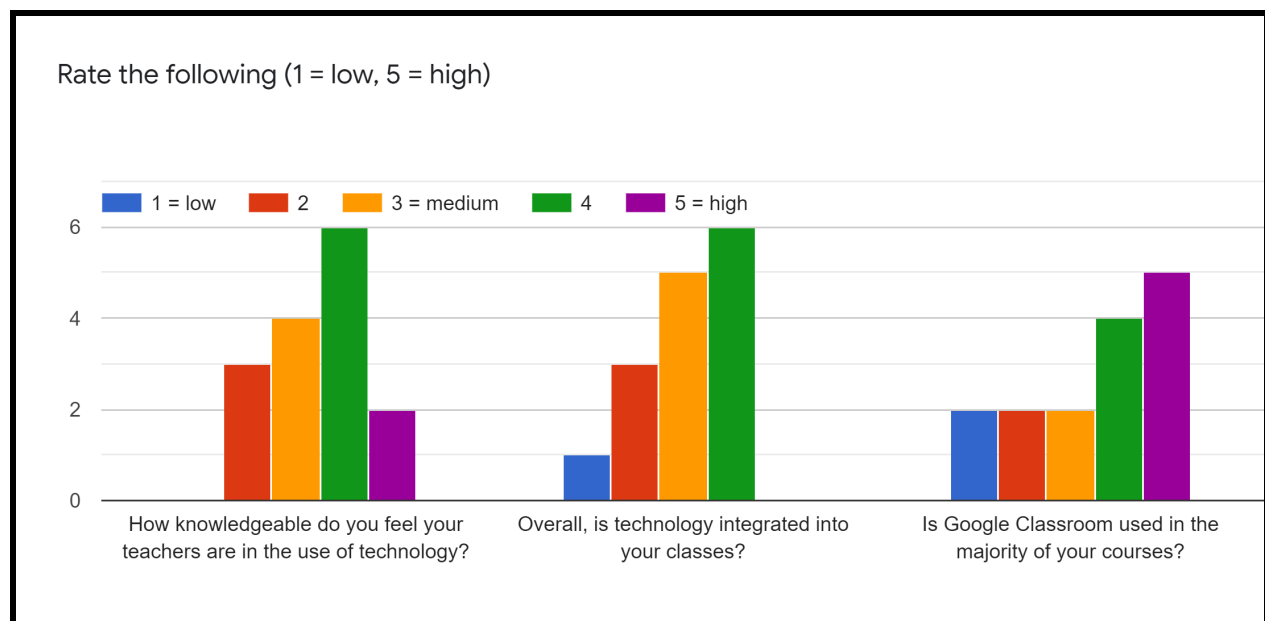
At all of these meetings, stakeholders had opportunities for input, feedback and meaningful consultation.

The teachers on the Instructional Technology Committee determined the direction of this plan with the coaching and support of the Assistant Superintendent for Instruction to ensure compliance with all the required components of the plan. The Instructional Technology Committee determined the NYSED goals to focus on, wrote the specific district goals and developed the subsequent action plans. The NYSED focus goals were initially shared with the student and parent group.

Students were consulted about the current status of the District's technology, as well as their access to the internet and devices outside of school. Students discussed their

largest area of need is for teachers to continue to learn and grow with technology and increase consistency in the use of the tools teachers have access to. Including by not limited to, teachers working on similar formats for Google Classroom setups. Students recognized the need for teachers to have professional development in both basic and advanced skills of the tools they are utilizing.

Students were also given a brief survey to understand the level of access they have to the internet, which languages were spoken in their homes and how teachers are utilizing technology in the classroom.



The parent focus group provided input on the needs of their children and the challenges/barriers they feel they are facing in regards to technology. Parents would like to see the District continue moving forward with technology and educate students in new technological skills and advancements. Parents voiced that they would like to continue to see the 1:1 model.

2017-2021 Instructional Technology Plan Reflection

The current plan development was driven by teachers, with input from parents and students. The 2017-2021 Instructional Technology Plan involved some additional stakeholder input but not to the extent involved in the current plan development. The previous plan heavily addressed an increase in infrastructure and acquisition of additional devices. The current plan focuses on providing teachers with professional

development, increasing student achievement through technology, and creating more culturally and linguistically diverse classrooms.

The Instructional Technology Committee identified strengths and areas of improvement by evaluating the 2017-2021 goals and collecting data to assess their effectiveness.

2017-2021 Goals:

Goal 1: Provide Access to Technology required for Classroom Instruction, Monitoring, and Assessment, required for College and Career Readiness.

Goal 2: Provide in depth and continual Training in the use of technology for Teachers, Staff, Students, and Community, in support of our instructional goals.

Goal 3: Monitor and Assess the effective use of technology in Classroom Instruction in support of developing life-long student learning in preparation for Careers and/or College.

After evaluating the 2017-2021 goals, the Instructional Technology Committee determined that the following would be the NYSED goals, in order to continue to build upon components of the previous plan that were not met fully.

2022-2025 NYSED Focus Goals:

Goal 1: Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning.

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

Goal 3: Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.

Experiences from the COVID-19 pandemic

From the COVID-19 pandemic, the Committee determined teachers need to continue to utilize online learning platforms, Google Classroom, to deliver instruction to students. Although the District is not currently providing remote instruction to students, the use of the learning platform provides opportunities for teachers to connect with students when they are absent. Students also expressed the importance of being able to access notes, resources, and other important information even when they are not absent and are completing assignments for their courses.

Prior to the COVID-19 pandemic the district did not fully follow a 1:1 model. During the period of remote learning from March to June of 2020 the District made the shift to a full 1:1 model and continued the model moving forward into the 2020-2021 school year and beyond. For the 2021-2022 school year, the District did streamline the device deployment and has implemented a new tracking system to account for all devices, repairs, damages, and returns.

Teachers have provided feedback on the type of professional development necessary to continue to enhance learning in the classroom. Many of the areas of need are in the use of the Google suite applications, streamlining access, and organization. Other professional development needs have arisen from new instructional technology tools discovered during remote/ hybrid learning that have enabled teachers to enhance their teaching.

The Instructional Technology Committee has begun to look very closely at the NYS Computer Science and Digital Literacy standards to determine how teachers can support, teach, and assess students' increased technology proficiency. This will also ensure that the District is prepared for full implementation of the standards by September 2024.

When receiving feedback from parents and community members, the biggest concern was that the District continues to make strides forward with technology. They were excited to know that the 1:1 model would continue and various learning platforms/ programs would continue to be implemented. Parents felt strongly that all children need to be proficient in the use of technology so they are prepared for post-graduation when their children will enter the work-force, post-secondary training opportunities, and/or college programs.

Current Technology Model

The District currently utilizes a full 1:1 device model. This means that all students in grades K-12 have a dedicated device provided by the District for their use both in school and in their home. The District plans to continue this model into the foreseeable future.

Professional Development

Understanding how technology can be useful to enhance pedagogy practice is more important than the act of mastering instructional technology. Professional development given in the District promotes technological literacy and facilitates the effective use of all appropriate technology. The goal of the Professional Development Committee and Instructional Technology Committee is to create professional development opportunities that will allow the faculty and staff to develop and maintain ongoing comprehensive local curriculum development based on national and state standards for both technology integration and curriculum development.

The district has determined the current capacity of educators by conducting surveys of all stakeholders and informal observations of the use and effectiveness of technology within the instructional setting.

Various data sets, including student achievement data, will be used as input to the plan to identify student learning needs and in turn planning for professional development relevant to those needs. The following data sources will be used, but is not limited to:

- School Report Card
- BEDS data
- Student attendance rates
- Enrollment
- Graduation
- Drop-out rates
- Special Populations, LEP, Individuals with Disabilities, Homeless
- Teacher/Student Ratios
- Student and community ethnic data
- Longitudinal data
- Measures of economic wealth
- Sources of district revenue
- Special designation schools, Title I
- State benchmarks for student performance

- Teacher self-assessment
- Curriculum surveys
- Interviews with administrators, curriculum facilitators, and teachers
- NYS ELA results for grades 3-8
- NYS mathematics results for grades 3-8
- Regents exam passing rates
- Regents diploma rates
- Attendance rates
- Suspension rates
- Two-year and four-year college attendance

These data inputs will serve as a touchstone for the team to reflect on in efforts to improve the plan in a manner that best meets the needs of the students and learning community. The District's professional development team will work collaboratively with faculty and administration to continue developing methods of analysis of these inputs. In turn, this analysis will guide planning for future professional learning offerings.

The district will provide targeted, needs-based, and personalized professional development based on each teacher's capacity and interest by analyzing the above results, in conjunction with needs based assessments, and additional data collected.

In an effort to measure the plan's effectiveness, the following methods will be utilized during the timeframe of the plan:

- Minimally, an annual professional development survey provided to professional staff.
- Post session surveys provided to session participants.
- Minimally, quarterly Professional Development Committee meetings to evaluate future professional development offerings.
- Student achievement data and other growth from data sets listed previously.

Goal Attainment from the 2017-2021 Instructional Technology Plan

1. Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.

The district has met this goal: Moderately

2. Digital Use – The District's learners, teachers, and administrators are proficient in the use of technology for learning.

The district has met this goal: Significantly

3. Digital Capacity and Access – The District's technology infrastructure supports learning and teaching in all of the District's environments.

The district has met this goal: Significantly

4. Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.

The district has met this goal: Significantly

5. Accountability – District-level information is posted on the District website, is easy to access, and is easily understood. Information provided includes the results achieved by the District in their efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life.

The district has met this goal: Significantly

2022-2025 Goals & Action Plans

Goal 1:

NYSED Goal:

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

Albion CSD Goal:

By June 2025, students will increase engagement during instruction, through the integration of technology, by 25% at each grade level (grades PreK-5) or subject/ content area (grades 6-12), as measured by a standard/ consistent observation tool.

Target Student Population(s):

All students

Additional Target Population(s):

Teachers/Teacher Aides

Measuring and Evaluating:

Our goal is to have students actively engage in classroom instruction through the integration of technology to ultimately increase student achievement. This goal will be measured through the use of a standard/ consistent observation tool. The tool will be utilized to calculate a baseline, progress monitor, and evaluate when the goal is met. From the initial baseline data, a goal for each grade level (grades PreK-5) or subject/ content area (grades 6-12) will be established. When progress monitoring occurs, rates of engagement will be calculated, and compared to the baseline and goal. Once the rate of engagement has been met consistently for two observations in a grade level (grades PreK-5) or subject/ content area (grades 6-12), then the goal will be met for that grade level (grades PreK-5) or subject/ content area (grades 6-12). When all grade level (grades PreK-5) or subject/ content area (grades 6-12) goals are met, the overall goal is achieved.

Goal 1 Action Plan:

Action Step Number	Action Step	Action Step Description	Responsible Stakeholder	If 'other' stakeholder was selected - please identify here	Anticipated date of completion	Anticipated cost
1	Planning	Collect baseline data through the use of an observation tool.	Assistant Superintendent	Building Principals	12/02/2022	\$10,000
2	Professional Development	Based on observations, provide teachers with targeted professional development and technology coaching.	Instructional Technology Coach	Assistant Superintendent	08/31/2023	\$17,000
3	Evaluation	Progress monitor through the use of an observation tool. Analyze student assessment data.	Assistant Superintendent	Building Principals	12/01/2023	\$12,000
4	Professional Development	Based on observations, provide teachers with targeted professional development and technology coaching.	Instructional Technology Coach	Assistant Superintendent	08/31/2024	\$20,000
5	Evaluation	Progress monitor through the use of an observation tool. Analyze student	Assistant Superintendent	Building Principals	12/06/2024	\$14,000

		assessment data.				
6	Professional Development	Based on observations, provide teachers with targeted professional development and technology coaching.	Instructional Technology Coach	Assistant Superintendent	06/30/2025	\$23,000
3	Evaluation	Final progress monitor through the use of an observation tool. Analyze student assessment data.	Assistant Superintendent	Building Principals	06/30/2025	\$16,000

Goal 2:

NYSED Goal:

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

Albion CSD Goal:

By June 2025, all teachers will select at least two projects in their course(s) (6-12th)/ subject (K-5) that provide students an opportunity to have at least three choices in the way/ modality they complete the project utilizing technology in order to be more responsive.

Target Student Population(s):

All Students

Additional Target Population(s):

Teachers/Teacher Aides

Parents/Guardians/Families/School Community

Measuring and Evaluating:

The Albion Central School District will collect the number of projects currently in each course (6th-12th) and subject (K-5th) both that currently allow for student choice in the way a project is completed and those that do not. Goals will be made for each course/ subject on which projects to plan for or to develop. Annually teachers will receive professional development on culturally- and linguistically-responsive learning environments and how to utilize technology to enhance teaching and learning. Each course/ subject will provide an annual report on progress and also provide project instructions, syllabi, and corresponding student work samples to demonstrate evidence. Once all courses/ subjects have at least two projects with corresponding documentation, then the goal will be accomplished.

Goal 2 Action Plan:

Action Step Number	Action Step	Action Step Description	Responsible Stakeholder	If 'other' stakeholder was selected - please identify here.	Anticipated date of completion	Anticipated cost
1	Planning	Teachers will submit the number of projects currently in each course (6th-12th) and subject (K-5th) both that currently allow for student choice in the way a project is completed and those that do not to establish a baseline.	Building Principals	Assistant Superintendent	December 31, 2022	\$8,000
2	Professional Development	Teachers will learn about culturally and linguistically responsive classrooms and how to utilize student choice in projects to meet these practices.	Building Principals	Other (BOCES)	August 31, 2023	\$17,000
3	Implementation	Teachers will select one project to allow for student choice with a culturally and linguistically response methodology and put it into practice into their	Building Principals	Assistant Superintendent	June 30, 2024	\$10,000

		course.				
4	Professional Development	Teachers will continue to learn about culturally and linguistically responsive classrooms and how to utilize student choice in projects to meet these practices.	Building Principals	Other (BOCES)	June 30, 2025	\$20,000
5	Implementation	Teachers will select a second project to allow for student choice with a culturally and linguistically response methodology and put it into practice into their course.	Building Principals	Assistant Superintendent	June 30, 2025	\$12,000
6	Evaluation	The changes in projects will be evaluated and evidence will be analyzed to impacts of allowing student choice in projects based on cultural and linguistic perspectives.	Building Principals	Assistant Superintendent	June 30, 2025	\$23,000

Goal 3:

NYSED Goal:

Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.

Albion CSD Goal:

By June 2025, 50% of all instructional staff members will have participated in at least two instructional technology coaching sessions and one instructional technology professional development session, to be able to learn about and enhance student engagement in the classroom. This will be measured by coaching and professional development attendance logs.

Target Student Population(s):

All students

Additional Target Population(s):

Teachers/Teacher Aides

Administrators

Measuring and Evaluating:

Our goal is to encourage teachers to reflect on their classroom practices with technology integration and increase student engagement and achievement. With utilizing instructional technology coaching, teachers will be able to learn, reflect and advance their practice. Professional development will be based on survey results taken through a consistent observation tool, and then periodically monitored. Feedback from teachers, via surveys, will also be collected. Attendance and coaching logs will be reviewed every semester to be able to then target populations of teachers who may not be participating. The goal will be met once at least 50% of all instructional staff members will have participated in at least two instructional technology coaching sessions and one instructional technology professional development session.

Goal 3 Action Plan:

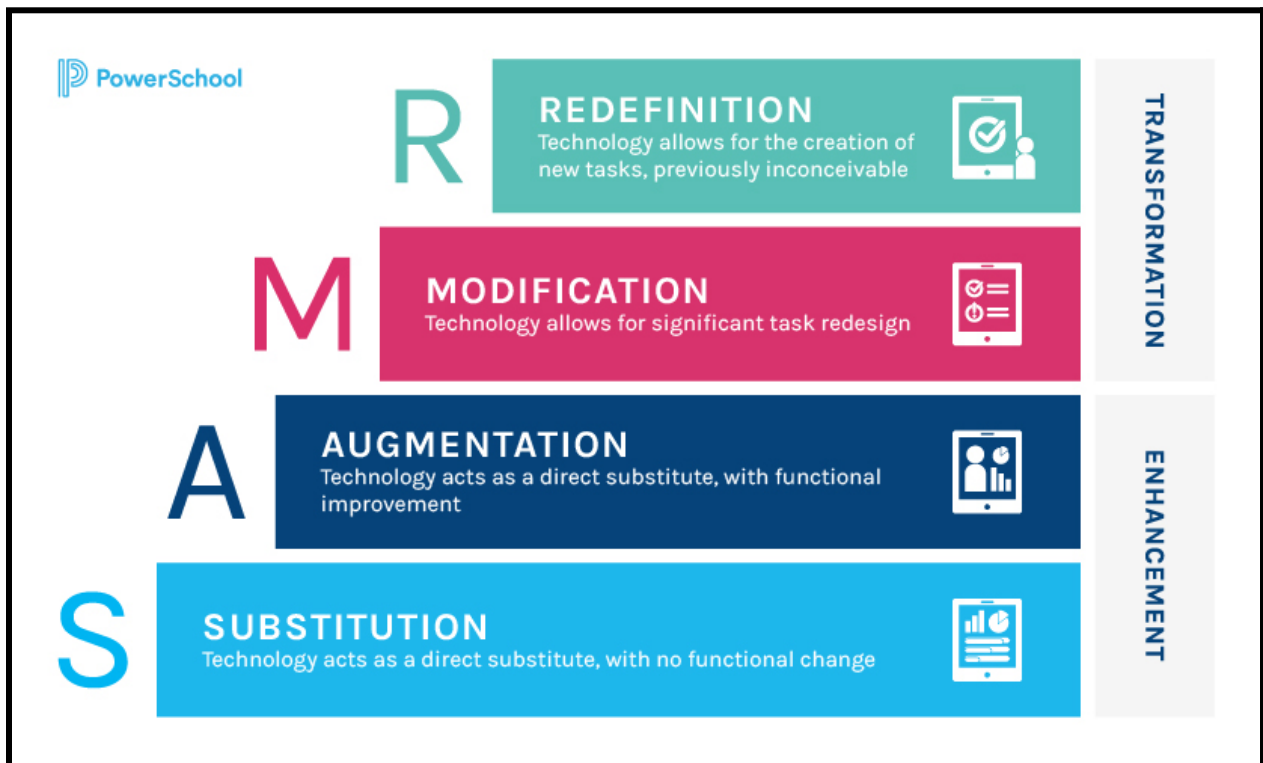
Action Step Number	Action Step	Action Step Description	Responsible Stakeholder	If 'other' stakeholder was selected - please identify here.	Anticipated date of completion	Anticipated cost
1	Planning	Collect baseline data through the use of an observation tool.	Assistant Superintendent	Building Principals	12/02/2022	\$8,000
2	Professional Development	Based on observations, provide teachers with targeted professional development and technology coaching.	Instructional Technology Coach	Assistant Superintendent	08/31/2023	\$17,000
3	Collaboration	Collaboration between the instructional technology coach, administration, and instructional technology committee will occur to determine ways to continue to engage past and new teachers in coaching.	Assistant Superintendent	Instructional Technology Committee	08/31/2023	\$10,000
4	Professional Development	Based on observations, provide teachers with targeted professional development and technology coaching.	Instructional Technology Coach	Assistant Superintendent	08/31/2024	\$20,000
5	Collaboration	Collaboration between	Assistant	Instructional	08/31/2024	\$12,000

		the instructional technology coach, administration, and instructional technology committee will occur to determine ways to continue to engage past and new teachers in coaching.	Superintendent	Technology Committee		
6	Professional Development	Based on observations, provide teachers with targeted professional development and technology coaching.	Instructional Technology Coach	Assistant Superintendent	06/30/2025	\$23,000
7	Evaluation	Final progress monitor through the use of an observation tool. Analyze teacher enrollment and engagement in coaching and professional development.	Assistant Superintendent	Building Principals	06/30/2025	\$14,000

NYSED Initiatives Alignment

The District's use of instructional technology will serve as a part of a comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students.

The District employs the SAMR Model for how technology is integrated into teaching and learning throughout the district. Teachers will engage in Professional Development focused on understanding the SAMR (Substitution, Augmentation, Modification, and Substitution) Model and using it as a planning tool for instructional practice.



Source: <https://www.powerschool.com/resources/blog/samr-model-a-practical-guide-for-k-12-classroom-technology-integration/>

Currently, the majority of teachers are working at the Substitution and Augmentation level of the model to integrate technology into their practice. Through professional development, the District would like to guide and support teachers in learning how to transform their practice with the use of technology. Students utilize technology to demonstrate understanding through various platforms and learning management systems. These programs include, but are not limited to, Google Classroom (and Google Suite), Castle Learning, Apex Learning, EdPuzzle, IXL, and Renaissance Learning. The district-wide Instructional Technology Committee is also in the process of establishing benchmarks and goals for each grade level based on the NYSED Computer Science and

Digital Fluency Standards. This school year the District acquired additional credit recovery and online courses to further support our students.

The District plans to provide equitable learning to all students by maintaining a 1:1 device model. This includes a plan for additional chargers for the current devices and additional devices in school buildings and/or classrooms for students to access if a device is left at home, lost, or damaged. The goal is to provide all students access to a device during the instructional day and remove barriers. The District has also expanded its wifi network to be reached in the parking lots and playgrounds of the schools and has partnered with the public library to help support students who may have connectivity issues in their home. Previously the district did provide families with hotspots to use if there was no internet connectivity at their residence. As a rural community, we have learned that many of our families who tried the hotspots were still not able to successfully access the internet due to their physical proximity to cellular towers. The District will continue to advocate to local and state legislatures and through organizations, such as the Rural Schools Association, to advocate for companies to continue to expand their infrastructure so our families can access reliable and affordable internet in the future.

Through collaboration with the Committee on Special Education the District has worked to identify assistive technologies required by current students with disabilities as outlined by their Individualized Education Program or Section 504 Plan. All students with disabilities have access to a device and are instructed on how to utilize the assistive technology as described in their Individualized Education Program or Section 504 Plan.

The district utilized technology to address the needs of students with disabilities to ensure equitable access to instruction, materials and assessments by:

- Class lesson plans, materials, and assignment instructions are available to students and families for “anytime, anywhere” access (such as through a class website or learning management system).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Technology is used to increase options for students to demonstrate knowledge and skill.
- Learning games and other interactive software are used to supplement instruction.

Professional development that will be offered to teachers of students with disabilities that will enable them to differentiate learning and increase student language and content learning through the use of technology, is as follows:

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

The District utilizes technology to address the needs of English Language Learning to ensure equitable access to instruction, materials, and assessments by:

- Class lesson plans, materials, and assignment instructions are available to students and families for “anytime, anywhere” access (such as through class websites or learning management systems).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Home language dictionaries and translation programs are provided through technology.
- Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.
- Learning games and other interactive software are used to supplement instruction.

The District's Instructional Technology Plan addresses the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments in multiple languages, in the five languages most commonly spoken in the District.

The following professional development will be offered to teachers of English Language Learners. It will enable them to differentiate learning and to increase their student language development and content learning with the use of technology.

- Technology to support writers in the elementary classroom
- Technology to support writers in the secondary classroom
- Research, writing and technology in a digital world
- Writing and technology workshop for teachers
- Enhancing children's vocabulary development with technology
- Reading strategies for English Language Learners
- Moving from learning letters to learning to read
- The power of technology to support language acquisition
- Using technology to differentiate instruction in the language classroom
- Multiple ways of assessing student learning through technology
- Electronic communication and collaboration
- Promotion of model digital citizenship and responsibility
- Integrating technology and curriculum across core content areas
- Use camera for documentation

The District utilizes technology to address the needs of students experiencing homelessness and/or housing insecurity to ensure equitable access to instruction and learning by:

- Setting enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity
- Providing students a way to protect and charge any devices they are provided with by the district
- Replacing devices that are damaged or stolen as needed.
- Creating individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.

- Conducting regular educational check-ins with all students experiencing homelessness and/or housing insecurity and securing any help needed to keep up with course work.
- Adjusting assignments to be completed successfully using only the resources students have available.

The District utilizes technology to facilitate culturally responsive instruction and learning environments by:

- The district uses instructional technology to facilitate classroom projects that involve the community.
- The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.

Administrative Management Plan

The District currently employs the following staff, whose primary responsibility is delivering technology integration training and support and/or technical support:

Title	Full-time Equivalent (FTE)
District Technology Leadership	0.5
Instructional Support	0.75
Technical Support	3.75

The District has developed a three-year investment plan to support the vision and goals of the plan:

Anticipated Item/ Service	Frequency of Purchase	Funding Source	Estimated Cost (Total Cost Over Three Years)
End user computing devices (Replacement Chromebooks)	Annual (approx. \$100,000/ year)	BOCES Co-ser purchase	\$300,000
Peripheral devices (document cameras)	Annual (approx. \$15,000/ year)	Grants	\$45,000
Other (Interactive boards)	Annual (approx. \$188,400/ year)	Grants	\$565,200
Other (Projector units and mounts)	Annual (approx. \$16,700/ year)	Grants	\$50,000
Other (Replacement printers)	Annual (approx. \$21,280/ year)	Grants	\$63,840

	year)		
Other (Device cases)	One-time	Grants	\$32,000
Other (Headsets/ headphones)	Annual (approx. \$16,700/ year)	Grants, District Operated budget	\$50,000
Professional development	Annual (approx. \$16,700/ year)	Grants, BOCES Co-ser purchase, District Operated budget	\$50,000
Instructional and administrative software	Annual (approx. \$16,700/ year)	Grants, BOCES Co-ser purchase, District Operated budget	\$50,000
Staffing	Annual (approx. \$167,000/ year)	Grants, BOCES Co-ser purchase, District Operated budget	\$350,000

The District does not provide for a loan of instructional computer hardware to students legally attending nonpublic schools pursuant to Education Law, section 754.

This plan can be found on the District's website:
<https://www.albionk12.org/page/information-technology>