ALDEN CENTRAL SCHOOL DISTRICT

13190 Park Street • Alden, New York 14004
(716) 937-9116

2022-25

INSTRUCTIONAL
TECHNOLOGY
PLAN

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An electronic version of this document is available at: https://www.aldenschools.org/techplan

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1. **What is the name of the district administrator responsible for entering the Instructional Technology Plan data?**

   Frank G. Rizzo

2. **What is the title of the district administrator responsible for entering the Instructional Technology Plan data?**

   Director of Technology

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.

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

At the Alden Central School District, all students, staff, administrators, Board of Education, parents, teachers and community members work together as partners to promote educational excellence necessary for successful living in a diverse world. We will:

1. Continue to articulate and refine a visionary technology plan that is highly engaging, intensely personal and technologically connected to 21st century skills. Technology will support an expansion of opportunities for learning.
2. Support a community coalition that builds upon collaboration with local government. businesses, and organizations to increase services and opportunities for our Alden community.
3. Utilize data-driven evaluation processes and provide feedback that is clear, succinct, and dedicated to continuous improvement.
4. Design a well-articulated curriculum and instructional program based upon New York State standards, research-based practices, 21st Century skills and professional experiences of educators to meet the individual instructional needs of each student to prepare them for future education and opportunities.
5. Develop budgets that exhibit long-range fiscal responsibility to our community and insure the integrity of our program and physical space.

The mission of the Alden Central School District is to encourage the development of life-long learners who will become responsible adults. By emphasizing the necessary knowledge, skills and attitudes in a safe, nurturing environment, our graduates will be prepared to lead rewarding and successful lives.

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

Our vision includes the seamless progression and integration of technology for the enhancement of educating K-12 students and access of such by community members via web, presentations and Community Education classes. All members of our learning community will have the resources and skills to effectively use technology to:

• aid the assessment process
• facilitate learning
• enhance achievement
• expedite communication
• retrieve and manage information efficiently
• encourage critical thinking and creative problem solving
• foster collaboration and life-long learning

Our vision will enable members of our school and community to reach their highest potential through the integration of technology into all learning opportunities. The vision for Alden classrooms include:

• an enterprise wide wi-fi solution
• technology rich environments with projection equipment
• student portable workstations and access to electronic resources
• utilization of portable workstations and iPads with a desire to move towards a 1: 1 computing environment - "One to the World"
• using technology activities and instruction that have real life connections
• meaningful integration utilizing technology to differentiate instruction
• providing students a way to publish their work over the internet giving them a wider audience and increasing engagement in their own learning
• the nurturing of knowledgeable critical thinkers, communicators, collaborators, creators and contributors to the world

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

The District Student Achievement Team (DSAT) has regularly scheduled quarterly meetings during the school year. This committee has been used in defining the Instructional Technology Plan as well as our Smart Schools Investment Plan. Members of the DSAT include:
- School Board Members
- Administrators
- Teachers
- Students
- Staff
- Parents
- Community Members
- Higher Education Faculty

The DSAT was integral in our technology planning as well as the adoption of the One to the World Education Initiative. DSAT Meeting Dates & Outcomes
- November 9, 2021 - Review of Portrait of a Graduate, Digital Equity Surveys from NYSED, Updated Technology Plan due in 2022
- July 15, 2021 - Year in review March 2020 - June 2021 (COVID-19) - continued goals discussion
- October 14, 2020 - Goal Setting meeting - reviewed One to the World status in relation to additional hardware purchasing
- July 27, 2020 - Review of School Re-opening plans (COVID-19)
- May 1, 2020 - Meeting for DSAT to complete an ESSA Funded programs review
- January 31, 2020 - Portrait of a Graduate - Focus on working with a national not-for-profit committed to collaborationg with school systems to communities to realize the power and promise of 21st century learning for every student
- June 3, 2019 - Meeting to review Federal Funded programs and Professional Learning Plan (PLP)
- April 8th, 2019 - Continued work on "Most likely to Succeed" further examined Esstial Skills, Project Based Learning
- February 4, 2019 - Review of shared decision making plan. Reviewed short film on "Most likely to Succeed" and reviewed elements of that
- November 6th, 2018 - Meeting to review updates on One to the world education and technology initiative, Subgroup meetings on elements for success
- June 4th, 2018 - Meeting to review ESSA (Title Funded Programs, PDP (Professional Development Plan) with a focus on technology staff development, One to the World Updates
- May 3rd, 2018 - Skype session with Alan November, International Technology Leader - "Who owns the learning? Preparing students for success in the Digital Age"

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4. **How does the district's Instructional Technology Plan build upon, continue the work of, and improve upon the previous three-year plan?**

The planning process varied from previous years because the District Student Achievement Team meetings were limited for the 2020-21 school year due to the COVID-19 pandemic. The sub committees met in the Spring of 2021 and reviewed the following areas relating to our One to the World Education initiative focusing on strengths and weaknesses:
• COMMUNITY - this group is developing plans to engage our community so stakeholders understand the One to the World initiative
• STUDENT LEARNING - this group explores and understands new tools and materials to enhance student learning
• ENVIRONMENTAL DESIGN - this subcommittee is working to design our infrastructure, management strategies, workflow solutions and physical environment to support learning
• MEASUREMENT - the group is working to establish ways to measure our progress for the One to the World initiative
• PROFESSIONAL LEARNING - the subcommittee is developing and modeling to support a culture of on-going professional development
• FISCAL SUSTAINABILITY - the group works to identify the expected costs and possible savings over time to ensure long-term sustainability of the One to the World initiative.
The DSAT met in the Fall of 2021 to review this information and address any goals that may have not been met in the previous Instructional Technology Plan. Due to COVID-19 the district purchased 1:1 computing devices for six additional grade levels. The goals below as a part of this plan are modified to reflect addressing those issues with having additional hardware on those grade levels. The Instructional Technology goals in 2021 are the same as they were in 2018 but that we need to focus more on the grade levels that did not have 1:1 technology until this past year. GOALS:
1. Continued development of a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning. The district has significantly met those goals for grades 5-12 with the One-to-the-World Learning initiative. Focus for the plan starting in 2022 is to further develop those grade levels (Preschool through grade 4) that received 1:1 devices during COVID-19.
2. Continue to design, implement and sustain a robust, secure network and server environment to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders. During the previous plan the District upgrades all of the wiring closets on three campuses. For the plan starting in 2022 the focus will be to update the wi-fi network focusing on placing additional hardware resources for those grade levels (Preschool through grade 4) that received 1:1 devices during COVID-19.
3. Continue to provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies. The district has significantly met those goals for grades 5-12 with the One-to-the-World Learning initiative. Focus for the plan starting in 2022 is to further develop those grade levels (Preschool through grade 4) that received 1:1 devices during COVID-19.

5. **How does the district Instructional Technology Plan reflect experiences during the COVID pandemic?**

This updated Technology Plan includes updates/experiences during the COVID-19 pandemic:
• Online or blended learning options - Students have access to Office 365 / Teams or Schoology as an online platform.
• Need to address internet connectivity, to the extent practicable, at students' places of residence - During the COVID-19 shutdown the District offered free mi-fi access. We will look to address this issue once the Digital Equity Surveys have been completed K-12 during the Fall of 2021
• Device purchases (any increases, changes in quantity or type, etc.): During the school shutdown the district moved from 1:1 devices for grades 5 - 12 to UPK - grade 12. Total number of student workstations increased by almost 500 units in the last year.
• Device deployment (changes, if applicable) The district worked to deploy all devices in the Spring 2021
• Professional development related to technology use, integration, and instructional design (any changes in quantity, delivery method, audience, and/or content) The district has been using Erie I BOCES integrators and the Alden Teacher Center to provide additional professional development on new hardware and software options.
• Instructional changes (Such as to ensure that students are more technologically proficient, use of technology to engage students) The district is currently implementing the NYSED Technology Literacy standards that were approved by the Board of Regents in December of 2020.
• Parent and community stakeholder engagement (Degree of input they have on the Instructional Technology Plan) - Parent members are on the District Student Achievement Team (DSAT).

6. **Is your district currently fully 1:1?**

Yes

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7. **Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision as stated in response to question 2.**

Professional Development is an essential element of a District wide technology integration plan. Investment in technology is only valuable only if staff and students and administration have the opportunity to learn to use the hardware and software to improve the teaching and learning process. Emphasis will be placed on understanding that professional development should set the groundwork for integration rather than a narrow focus on skill development. Proper implementation of an Instructional Technology Plan will require training for all Faculty/Staff/Administration involved. Teachers will be trained to integrate technologies into their lessons instead of treating technology as a separate subject area. Students will gain knowledge of bow to use those technology tools by their teachers during classroom time. It is also important to stress to students that technology will provide access to large volumes of information but that it is necessary to verify all data with secondary sources. Teachers will need to help the students to be better consumers and to question material on a website as to its validity and truthfulness. The Alden Central School District utilizes the Alden Teacher Center to facilitate staff development and days set aside by the Superintendent to train staff. BOCES CSLO workshops and Instructional Technology Partnerships (ITP) have been included throughout the school year. Training for new teachers is a part of the onboarding procedure.

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Overview: In this new section, the District is asked to outline the extent to which they have achieved, at the local level, goals put forth in the 2010 Statewide Learning 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:**

   Significantly

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

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1. **Enter Goal 1 below:**

Continued development of a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning. Focus for the plan starting in 2022 is to further develop those grade levels (Preschool through grade 4) that received 1:1 devices during COVID-19.

2. **Select the NYSED goal that best aligns with this district goal.**

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

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

☑ All students
☐ Early Learning (Pre-K -3)
☐ Elementary/intermediate
☐ Middle School
☐ High School
☐ Students with Disabilities
☐ English Language Learners
☐ Students who are migratory or seasonal farmworkers, or children of such workers
☐ Students experiencing homelessness and/or housing insecurity

☐ Economically disadvantaged students
☐ Students between the ages of 18-21
☐ Students who are targeted for dropout prevention or credit recovery programs
☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
☐ Students who do not have internet access at their place of residence
☐ Students in foster care
☐ Students in juvenile justice system settings
☐ Vulnerable populations/vulnerable students
☐ Other (please identify in Question 3a, below)

4. **Additional Target Population(s). Check all that apply.**

☑ Teachers/Teacher Aides
☑ Administrators
☑ Parents/Guardians/Families/School Community
☑ Technology Integration Specialists
☐ Other

5. **How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.**

Progress toward the completion of each of the stated goals will be charted by the technology staff and reported to the District Technology Committee, Administration, Board of Education, District Staff and Community. Stakeholders and Information Technology Staff will use email and the Alden website to communicate progress. The aforementioned electronic tools will become the written documentation used to measure and report the success of this plan. The Director of Instructional and Information Technology will be responsible for overseeing the implementation of the goals as well as insuring the communication of these goals to all district personnel, including the Board of Education. The Technology plan will be posted on the Alden Schools website by the Director of Instructional and Information Technology. A checklist for goals will be developed and updated as goals are completed. The website will then be updated so that the public is aware of the accomplishment.   Quarterly Technology Reports will be prepared by the Director of Instructional and Information Technology and submitted to the Superintendent of Schools and then forwarded to the Board of Education for review. The report will include major activities and progress on the implementation timeline of the plan. Progress will be reviewed at the regular building level technology committee meetings. Evaluation of the plan and stated goals will be an ongoing process. The Director of Instructional and lnformation Technology will monitor the plan and make recommendations for changes. Unmet goals will be reassessed and the plan will be revised as necessary. Student and Faculty/Staff surveys will provide comparative data to document increased use and improved skill levels. Technology Goals and the Implementation schedule will be updated to reflect current needs and progress. The revisions will be posted on the Technology Plan website and email notification will be sent to key personnel.

6. **List the action steps that correspond to Goal #1 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two,**

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three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Continue development of vision, working definition and reference point for One to the World initiative. Vision Statement To nurture knowledgeable critical thinkers, communicators, collaborators, creators and contributors to the world. Mission Statement: To empower students to make meaningful contributions to the world by creating learning experiences that include four key elements (STAR): 1. Skills: students will work on significant content and skills. 2. Tasks: Students will engage with real world, challenging problems. 3. Audience: Students will create public products for an audience beyond the teacher. 4. Reach: Students will connect with the world to Improve the quality and enhance the Impact of their work. Credits Alan November Is widely credited for using the term one to the World.	Other (please identify in Column 5)	District Student Achievement Team (DSAT)	12/15/2022	n/a
Action Step 2	Planning	District Student Achievement Team	Other (please	District Student Achievement Team	12/15/2022	n/a

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		(DSAT) Subcommittees will work to Implement One to the World Initiative at all grade levels Subcommittees are made up of members of the DSAT and building level technology committees COMMUNITY - this group Is developing plans to engage our community so stakeholders understand the One to the World Initiative	identify in Column 5)	(DSAT)		
Action Step 3	Planning	(DSAT Subcommittees will work to implement One to the World initiative at all grade levels Subcommittees are made up of members of the DSAT and building level technology committees STUDENT LEARNING - this group explores and understands new tools and materials to enhance student learning	Other (please identify in Column 5)	District Student Achievement Team (DSAT)	12/15/2022	n/a
Action Step 4	Planning	District Student Achievement Team (DSA TI Subcommittees Will work to implement One to the World initiative at all grade levels Subcommittees are made up of members of the DSAT and building level technology	Other (please identify in Column 5)	District Student Achievement Team (DSAT)	12/15/2022	n/a

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		committees ENVIRONMENTAL DESIGN - this subcommittee is working to design our infrastructure, management strategies, worldlow solutionS and physical environment to support learning				

7.   This question is optional. If more action steps are needed, continue to list the action steps that correspond to Goal #1 from your answer to Question 1, above.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Planning	MEASUREMENT - this group is working to establish ways to measure our progress for the One to the World Initiative	Other (please identify in Column 5)	District Student Achievement Team (DSAT)	12/15/2022	N/A
Action Step 6	Planning	PROFESSIONAL LEARNING - this subcommittee wlll develop and model to support a culture of ongoing professional learning	Other (please identify in Column 5)	District Student Achievement Team (DSAT)	12/15/2022	N/A
Action Step 7	Planning	FISCAL SUSTAINABILITY - this group will Identify the expected costs and possible savings over time to ensure long-term sustainability of the One to the World Initiative	Other (please identify in Column 5)	District Student Achievement Team (DSAT)	12/15/2022	N/A
Action Step 8	Implementation	Based on plans created from the	N/A	N/A	01/01/2023	N/A

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		DSAT subcommittees contine to work to Implement those recommendations				

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1. **Enter Goal 2 below:**

   Continue to design, implement and sustain a robust, secure network and server environment to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders. During the previous plan the District upgrades all of the wiring closets on three campuses. For the plan starting in 2022 the focus will be to update the wi-fi network focusing on placing additional hardware resources for those grade levels (Preschool through grade 4) that received 1:1 devices during COVID-19.

2. **Select the NYSED goal that best aligns with this district goal.**

   Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders

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

☑ All students	☐ Economically disadvantaged students
☐ Early Learning (Pre-K -3)	☐ Students between the ages of 18-21
☐ Elementary/intermediate	☐ Students who are targeted for dropout prevention or credit recovery programs
☐ Middle School	
☐ High School	☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
☐ Students with Disabilities	
☐ English Language Learners	
☐ Students who are migratory or seasonal farmworkers, or children of such workers	☐ Students who do not have internet access at their place of residence
☐ Students experiencing homelessness and/or housing insecurity	☐ Students in foster care
	☐ Students in juvenile justice system settings
	☐ Vulnerable populations/vulnerable students
	☐ Other (please identify in Question 3a, below)

4. **Additional Target Population(s). Check all that apply.**

   ☑ Teachers/Teacher Aides
   ☑ Administrators
   ☑ Parents/Guardians/Families/School Community
   ☑ Technology Integration Specialists
   ☐ Other

5. **How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.**

   Progress toward the completion of each of the stated goals will be charted by the technology staff and reported to the District Technology Committee, Administration, Board of Education, District Staff and Community. Stakeholders and Information Technology Staff will use email and the Alden website to communicate progress. The aforementioned electronic tools will become the written documentation used to measure and report the success of this plan. The Director of Instructional and Information Technology will be responsible for overseeing the implementation of the goals as well as insuring the communication of these goals to all district personnel, including the Board of Education. The Technology plan will be posted on the Alden Schools website by the Director of Instructional and Information Technology. A checklist for goals will be developed and updated as goals are completed. The website will then be updated so that the public is aware of the accomplishment. Quarterly Technology Reports will be prepared by the Director of Instructional and Information Technology and submitted to the Superintendent of Schools and then forwarded to the Board of Education for review. The report will include major activities and progress on the implementation timeline of the plan. Progress will be reviewed at the regular building level technology committee meetings. Evaluation of the plan and stated goals will be an ongoing process. The Director of Instructional and Information Technology will monitor the plan and make recommendations for changes. Unmet goals will be reassessed and the plan will be revised as necessary. Student and Faculty/Staff surveys will provide comparative data to document increased use and improved skill levels. Technology Goals and the Implementation schedule will be updated to reflect current needs and progress. The revisions will be posted on the Technology Plan website and email notification will be sent to key personnel.

6. **List the action steps that correspond to Goal #2 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two,**

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three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Collaboration	UPGRADE NETWORK CLOSETS	Director of Technology	N/A	12/31/2022	53,021
Action Step 2	Collaboration	UPGRADE WI-FI NETWORK to Wi-Fi 6 Protocol	Director of Technology	N/A	12/31/2022	95,000
Action Step 3	N/A	N/A	N/A	N/A	12/31/2022	N/A
Action Step 4	N/A	N/A	N/A	N/A	12/31/2022	N/A

7. **This question is optional. If more action steps are needed, continue to list the action steps that correspond to Goal #2 from your answer to Question 1, above.**

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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1. **Enter Goal 3 below:**

   Continue to provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies. The district has significantly met those goals for grades 5-12 with the One-to-the-World Learning initiative. Focus for the plan starting in 2022 is to further develop those grade levels (Preschool through grade 4) that received 1:1 devices during COVID-19.

2. **Select the NYSED goal that best aligns with this district goal.**

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

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

☑ All students	☐ Economically disadvantaged students
☐ Early Learning (Pre-K -3)	☐ Students between the ages of 18-21
☐ Elementary/intermediate	☐ Students who are targeted for dropout prevention or credit recovery programs
☐ Middle School	
☐ High School	☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
☐ Students with Disabilities	
☐ English Language Learners	
☐ Students who are migratory or seasonal farmworkers, or children of such workers	☐ Students who do not have internet access at their place of residence
☐ Students experiencing homelessness and/or housing insecurity	☐ Students in foster care
	☐ Students in juvenile justice system settings
	☐ Vulnerable populations/vulnerable students
	☐ Other (please identify in Question 3a, below)

4. **Additional Target Population(s). Check all that apply.**

   ☑ Teachers/Teacher Aides
   ☑ Administrators
   ☑ Parents/Guardians/Families/School Community
   ☑ Technology Integration Specialists
   ☐ Other

5. **How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.**

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6. **List the action steps that correspond to Goal #3 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two,**

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three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	CONTINUED DEVELOPMENT FOR UTILIZING BOCES TECHNOLOGY COACHES	Director of Technology	Director of Student and Staff Learning	12/31/2022	N/A
Action Step 2	Planning	CONTINUED DEVELOPMENT OF SUPERINTENDENT CONFERENCE DAYS FOR FACULTY/STAFF AS IT RELATES TO TECHNOLOGY	Director of Technology	Director of Student and Staff Learning	08/25/2023	N/A
Action Step 3	Implementation	FURTHER DEVELOP ON-LINE TECHNOLOGY KNOWLEDGEBASE FOR INSTRUCTIONAL TECHNOLOGY	Director of Technology	N/A	12/31/2023	N/A
Action Step 4	Planning	CONTINUED DEVELOPMENT TECHNOLOGY CLASSES FOR TEACHERS THROUGH THE TEACHER CENTER	Other (please identify in Column 5)	Teacher Center Advisory Committee	12/31/2023	N/A

7.   **This question is optional. If more action steps are needed, continue to list the action steps that correspond to Goal #3 from your answer to Question 1, above.**

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

8. **Would you like to list a fourth goal?**

No

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1. **Explain how the district 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.**

    Strategies that are based on research and that integrate technology into curricula and instruction for purposes of improving student achievement.
    Technology will be integrated into curricula and instruction by: K-12
    • Rely on the Teacher's website or Schoology Site for links to interactive learning resources.
    • Create audio glossaries and vocabulary lists using microphones and open source audio editing software
    • Showcase student learning through video recorded projects
    • Use Discovery Streaming for video in the classroom
    • Use blogging/message board software to encourage student participation
    • Use wireless display technology to increase learning retention
    • Text to Speech software
    • Graphical Image Manipulation Software is used to create graphical documents (Adobe Photoshop and Adobe Photoshop Elements)
    Primary Level (all of the above and the following examples)
    • iPad classroom sets
    • Kindergarten students use web browser to follow a literacy program of web resources
    • First grade students use graphic software and teacher web pages to create picture dictionaries
    • Second grade students use teacher message boards to collaborate with third graders and build monsters
    • Kindergarten teachers create movies of students reading stories and singing curriculum songs
    Intermediate & Middle School level (all of the above including the following examples)
    • Third grade students use Microsoft Teams to collaborate with second graders and build monsters
    • Third grade students use word processors to create reports about their grandparents
    • Fourth grade students use presentation software to create interactive math activities
    • Fifth grade students use audio and presentation software to create reports about the memorials and monuments of Washington
    • Fifth grade students use message boards to collaborate with peers while learning Internet Safety
    • Use of Office 365 Applications in all areas
    • Use Video Editing software for student made projects
    High School level (all of the above including the following)
    • Use Microsoft Teams to teach collaboration
    • Use OneDrive to increase ability of students accessing documents from anywhere
    • Use Graphic Editing programs to create logos and icons
    • Multimedia software (open source and licensed) for teacher and student presentations
    • Finale Music Software and Midi Keyboards
    • Adobe Creative Suite for Web Design
    • Engineering Software for specialized courses
    • Science Probes for Earth Science and Physics
    • Follett Destiny software for library services

2. **Explain the strategies the district plans to implement to address the need to provide equitable learning "everywhere, all the time" (National Technology Plan). Include both short and long-term solutions, such as device access, internet access, human capacity, infrastructure, partnerships, etc.**

    The Alden Central School District is committed to a long term plan of providing a 1:1 program of devices for all students K-12. Our three campuses have wi-fi access to the internet in all parts of the facilities. With regards to student internet access at home, we will be examining the results of the Digital Equity Survey to be completed in Fall of 2021. We will work to ensure that all students have access to high speed broadband internet access while at home. To support all of these devices the school district has a Technology Support Services Department. Whether students are in school or working from home the technology support staff can remote into those devices with the use of Teamviewer collaboration software.

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3. **Students with disabilities may be served through the use of instructional technology as well as assistive technology devices and services to ensure access to and participation in the general education curriculum. Describe how instruction using technology is differentiated to support the individual learning needs of students with disabilities.**

Areas of student's strengths and weaknesses are outlined by a student's Individualized Education Plan (IEP). Technology may be recommended by the student's case manager to help compensate for a weakness. Examples of differentiation may include:
• Students with auditory discrimination issues are assigned a device that can be used as an audio recorder for teacher instructions
• Students with motor issues may be assigned a speech to text device because handwriting is difficult
• Students with visual impairments may get special keyboards with high contrast keycaps to make those letters stand out better
• Student with organizational issues can utilize to-do software to keep up with assignments and projects
Accessibility options for faculty/staff/students are included as a part of Microsoft Windows.
• Vision
• Hearing
• Neurodiversity
• Learning
• Office 365 allows the apps in the suite to use screen reader
• specific applications are purchased based on Student IEP

4. **How does the district utilize technology to address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

☑ 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).
☑ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
☑ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
☑ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
☑ Assistive technology is utilized.
☑ Technology is used to increase options for students to demonstrate knowledge and skill.
☑ Learning games and other interactive software are used to supplement instruction.
☐ Other (please identify in Question 4a, below)

5. **Please select the professional development that will be offered to teachers of students with disabilities that will enable them to differentiate learning and to increase student language and content learning through the use of technology. Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

☑ 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
☑ Helping students with disabilities to connect with the world
☐ Other (please identify in Question 5a, below)

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6. **How does the district utilize technology to address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

    ☑ Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through class website or learning management system).

    ☑ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).

    ☑ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.

    ☑ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.

    ☑ Home language dictionaries and translation programs are provided through technology.

    ☑ Hardware that supports ELL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.

    ☑ Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.

    ☑ Learning games and other interactive software are used to supplement instruction.

    ☐ Other (Please identify in Question 6a, below)

7. **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.**

    Yes

    7a. **If Yes, check one below:**

    In the 5 languages most commonly spoken in the district

    7b. **If 'Other' was selected in 7a, above, please explain here.**

    (No Response)

8. **Please select the professional development that will be offered to teachers of English Language Learners that will enable them to differentiate learning and to increase their student language development and content learning with the use of technology. Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

    ☑ Technology to support writers in the elementary classroom

    ☑ Technology to support writers in the secondary classroom

    ☐ Research, writing and technology in a digital world

    ☐ Writing and technology workshop for teachers

    ☑ Enhancing children's vocabulary development with technology

    ☐ Writer's workshop in the Bilingual classroom

    ☑ Reading strategies for English Language Learners

    ☐ Moving from learning letters to learning to read

    ☑ The power of technology to support language acquisition

    ☐ Using technology to differentiate instruction in the language classroom

    ☐ Multiple ways of assessing student learning through technology

    ☑ Electronic communication and collaboration

    ☐ Promotion of model digital citizenship and responsibility

    ☐ Integrating technology and curriculum across core content areas

    ☐ Web authoring tools

    ☑ Helping students connect with the world

    ☐ The interactive whiteboard and language learning

    ☐ Use camera for documentation

    ☐ Other (please identify in Question 8a, below)

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9. **How does the district utilize technology to address the needs of students experiencing homelessness and/or housing insecurity to ensure equitable access to instruction and learning? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

☑ McKinney-Vento information is prominently located on individual school websites, as well as the district website.

☑ If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.

☐ Offer/phone/enrollment as an alternative to/in-person/enrollment.

☑ Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity

☑ Create a survey to obtain information/about students' living situations,/contact information,/access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs.

☑ Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions.

☑ Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.

☑ Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.

☑ Provide students a way to protect and charge any devices they are provided/with/by the district.

☑ Replace devices that are damaged or stolen/as needed.

☐ Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.

☑ Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity.

☑ Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website.

☐ Class lesson plans, materials, and assignment instructions are available to students and families for

☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)./

☐ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.

☑ Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work.

☐ Adjust assignments/to be completed successfully using/only/the/resources students have available./

☐ Provide online mentoring programs.

☐ Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.

☐ Offer a technology/support hotline during flexible hours.

☐ Make sure technology/support is offered in multiple languages.

☐ Other (Please identify in Question 9a, below)

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10. **How does the district use instructional technology to facilitate culturally responsive instruction and learning environments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

☑ The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.

☑ The district uses instructional technology to facilitate classroom projects that involve the community.

☑ The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.

☑ The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.

☑ The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.

☑ The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.

☐ Other (please identify in Question 10a, below)

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.

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1. **Staff Plan Provide the Full-Time Equivalent (FTE) count, as of plan submission date, of all staff whose primary responsibility is delivering technology integration training and support and/or technical support.**

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	0.00
Technical Support	2.50
Totals:	**3.50**

2. **Investment Plan Provide a three-year investment plan to support the vision and goals. All costs must be calculated for the entire three year-period, not annualized. For example, if a cost occurs annually, the estimated cost should include the annual cost times three. Provide a three-year investment plan to support the vision in Section II and goals in Section IV. A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question.   All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.**

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	End User Computing Devices	N/A	900,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☑ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
2	Network and Infrastructure	N/A	100,000	One-time	☑ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☑ E-Rate	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Professional Development	N/A	225,000	Annual	☑ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
4	Instructional and Administrative Software	N/A	225,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☑ Instructional Materials Aid ☐ Instructional Resources	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
Totals:			**1,450,000**			

3. **Has the school district provided for the loan of instructional computer hardware to students legally attending nonpublic schools pursuant to Education Law, section 754?**

Yes

4. **Districts are required to post either the responses to this survey or a more comprehensive technology plan that includes all of the elements in this survey. Please provide the URL here. The URL must link to a public website where the survey or plan can be easily accessed by the community.**

http://www.aldenschools.org/techplan

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.

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1. **Please choose one or more topics that reflect an innovative/educational technology program that has been implemented for at least two years at a building or district level. Use 'Other' to share a topic that is not on the list.**

☑ 1:1 Device Program	☐ Engaging School Community through Technology	☐ Policy, Planning, and Leadership
☐ Active Learning Spaces/Makerspaces	☐ English Language Learner	☐ Professional Development / Professional Learning
☐ Blended and/or Flipped Classrooms	☑ Instruction and Learning with Technology	☐ Special Education Instruction and Learning with Technology
☐ Culturally Responsive Instruction with Technology	☐ Infrastructure	☐ Technology Support
☐ Data Privacy and Security	☐ OER and Digital Content	☐ Other Topic A
☐ Digital Equity Initiatives	☐ Online Learning	☐ Other Topic B
☐ Digital Fluency Standards	☐ Personalized Learning	☐ Other Topic C

2. **Provide the name, title, and e-mail of the person to be contacted in order to obtain more information about the innovative program(s) at your district.**

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Frank Rizzo	Director of Instructional & Information Technology	frizzo@aldenschools.org	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning ☐ Policy, Planning, and Leadership ☐ Professional Development / Professional Learning ☐ Special Education Instruction and Learning with Technology ☑ Technology Support ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C

3.   **If you want to list multiple contact points for the innovative programs above, please provide the names, titles, and e-mail addresses of the people to be contacted to obtain more information about the innovative program(s) at your district.**

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized Learning ☐ Policy, Planning, and Leadership ☐ Professional Development / Professional Learning ☐ Special Education Instruction and Learning with Technology ☐ Technology Support ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized Learning ☐ Policy, Planning, and Leadership ☐ Professional Development / Professional Learning ☐ Special Education Instruction and Learning with Technology ☐ Technology Support ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized Learning ☐ Policy, Planning, and Leadership ☐ Professional Development / Professional Learning ☐ Special Education Instruction and Learning with Technology ☐ Technology Support ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C

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