

Owego Apalachin Central School District



2022-2025 Instructional Technology Plan

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Section I – District LEA Information

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

Heather Casterline

2. **What is the title of the district administrator responsible for entering the Instructional Technology Plan data?** *Please select one from drop down menu:*

Other

- 2a. If 'Other' was selected in Question 2 above, please identify the title.

Instructional Technology Coordinator

Section II – Strategic Technology Planning

1. What is the overall district mission?

The mission of the Owego Apalachin CSD is to be a model district that provides all students with an engaging experience that prepares them for their future and ensures that they have the skills necessary to be successful, contributing adults.

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

The plan's vision is to support the district's mission and vision by providing and supporting a technologically rich learning environment for students and staff. The plan will continue to support teachers and staff to integrate current and emerging technology into instruction so our students develop skills and knowledge to be successful, contributing adults.

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.

This plan is the result of the collaborative efforts of the Technology Application Planning Committee whose members represent a cross section of the school community including teachers from each of our buildings, district and building level administrators and a board of education member. Other stakeholders such as students, parents and other school staff not on the committee will be able to provide input via surveys put together by the committee. We met four different times since the start of the calendar year. The plan reflects a commitment to integrate and infuse new and emerging technology for the purposes of increasing access, improving the teaching and learning process, and to build capacity and begin to implement the New Computer Science and Digital Literacy standards. Funding for implementation will be determined on a yearly basis.

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

The development process of this Three Year Technology Plan was similar in many aspects to the process used to develop past plans. Although committee member composition, number of times we met, and collaboration were all similar, we changed the writing process for this plan. Rather than tackling the plan as one large document, we subdivided the plan into discrete sections, and then integrated them together in a cohesive strategy. We adopted this method to allow us to initially fully focus on each goal individually, and then discussed how the different goals interrelated. Additionally, we agreed that past plans, focused on hardware, infrastructure, and using the technology as a substitution for textbooks and other ancillary non-digital instructional materials. While these areas will always be important and evolving, our committee believes the district should continue to work towards and focus on integrating technology to transform content delivery and instructional systems. Due to the district's technology plan moving to a more instructional base model, we will be looking into different technology integration frameworks that will help support our teachers as we work on this goal. While the SAMR model has helped us progress from substitution onto the path of transformative instruction, the committee agreed that transitioning from the SAMR model to the Triple E framework will provide teachers with a structure that will help to develop transformative lessons and provide to tools for self -evaluation of their own technology practices.

Past plans focus equally on infrastructure and technology integration. This year's plan builds on these past goals, while increasing the focus on transformative integration in the classroom. The data evaluated by the committee showed that the district has effectively provided student's with connectivity and hardware. Along with connectivity and hardware, want to ensure that the technology we use is addressing the needs of all our students with a particular focus on students that may have learning barriers such as learning disabilities or english language learners. In addition to using technology for transformative instruction to provide intervention support to all students, we will also be focusing on integrating along with the new Computer Science and Digital Literacy Standards into curricula at all levels. This plan addresses these changes and over the next three years build capacity and implement these new standards.

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

Like all districts in New York State, we quickly transitioned to full virtual learning. Due to our previous technology and professional development plans we were able to make the shift with minimal disruption to student learning. As a result of the pandemic the district started a Virtual Academy. We are able to

provide an alternate learning environment in addition to in-person instruction. This plan addresses the need to provide more professional development for in-person, virtual, and hybrid instructional methods.

While our connectivity in school has been built to handle the internet traffic for all of our students and instructional modalities (in-person, virtual, and hybrid), during the pandemic the district was faced with the reality that some students did not have internet capacity at home. The district developed a number of methods to help with student connectivity. Some of these were the purchase of cellular enabled iPad, Cellular hotspot cards, creating large outdoor hotspots at each building in the district, and using our internet enabled buses as hotspots throughout the community. This change due the pandemic is now reflected in goal number two, evaluate and purchase appropriate assistive technology.

In addition to increasing internet access during the pandemic we also increased the number of grade levels that students had 1:1 digital devices (iPads). Prior to the pandemic students in grades 2-12 were 1:1. As we moved to full virtual instruction, students in kindergarten and first grade were given iPads during the closure. Due to the success of the 1:1 in grades K and 1, they are now a part of our district purchasing plan and refresh cycle. Based on feedback and testing by a committee of teachers and administrators, it was determined through trial and error that the use of two iPads by a teacher increased the efficiency of instruction. From these findings, all teachers were given a second iPad. Additionally, webcams and microphones were purchased for computers that didn't have the built in features for effective hybrid or virtual instruction. The upgrades in the number of iPads, webcams, and microphones continues where needed. These changes are now reflective in goal 1 and 2 of the technology plan.

The identification of needs for additional technology (iPads, internet access, etc.) by students and families was identified through the use of surveys along with phone conversations and Zoom meetings. We used Google Forms, Thought Exchange, and social media to poll our families about their needs. In addition, we made phone calls and did zoom meetings with students and parents. Before the closure of school and remote teaching occurred, these methods of communication and information gathering were used, but now have become an integral part of our communication and information gathering with stakeholders.

In addition to upgrades in iPads, microphones, and webcams, our professional development for teachers and administrators also was modified to meet the needs of people working remotely. To accommodate the staff working from home, we moved primarily to online professional development instruction. This online professional development model has continued as a viable learning tool as we have moved back into schools from working remotely. Advantages that we have found with virtual professional development have been: 1. opportunity to work with experts that we previously would not have access to. 2. the use of virtual professional development has increased the amount of time teachers can access classes outside of the contractual workday. 3. Increase the number of professional development opportunities and topics available.

The combination of professional development, increased number of grade levels that use 1:1 devices, and the need for all teachers to instruct through a virtual model has increased the district's digital literacy and instructional practices. Although OA was already technology rich, prior to the pandemic, we were much less consistent with regards to teacher and administrators level of proficiency. Although the pandemic has been difficult, it has presented an opportunity of growth for our technology usage.

6. **NEW:** Is your district currently fully 1:1? Yes Our district is 1:1 with every student K-12 has an iPad

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.**

In order to integrate technology and meet our goals for this plan, professional development must be an ongoing process. Teachers, administrators, and other staff will be offered training opportunities according to their skill level and needs. Surveys and inventories will be used to help determine what instructional supports or professional development should be offered. Our district Technology Coaches will provide training when needed and they will directly interface with teachers and staff to gather feedback regarding successful technology implementation, along with areas in need of improvement. The Instructional Technology Coordinator is a seated member of the Professional Development and Planning team to ensure that technology related training exists in the mandated yearly plan. Below are the areas of focus for the plans:

- Technology will be integrated into all curriculum areas as a transformative instructional tool.
- Teachers and staff will continue to engage in opportunities to improve their proficiency in the use of instructional platforms
- Technology will continue to provide better and a variety of student assessment opportunities.
- Teachers and staff will use technology to enhance teacher-parent communication and relationships.
- Support the educational process through the integration of the five key concepts in the new Computer Science and Digital Fluency Standards
- Increase engagement, and students' ability to self-assess learning.

Evaluation will be based on, but not limited to, the following:

- Are the technology tools accessible to all students and staff?
- To what extent are the technology tools used across content areas?
- Has technology become transparent in the planning and implementation of the curriculum K-12?
- Use of Triple E technology integration framework by teachers and administrators to self evaluate their technology use. This evaluation will help strengthen this technology plan.

Indicators of success will include:

- Technology being indicated in curriculum blueprints and other planning documents.
- Improved student performance on required assessments.
- Observed increased use of technology and the associated tools in both the instructional and the administrative area.

Section III – Goal Attainment

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.** (Response: The district has met this goal: (choose one) Minimally, Moderately, Significantly, Fully)

Moderately

2. **Digital Use – The District’s learners, teachers, and administrators are proficient in the use of technology for learning.** Response: The district has met this goal: (choose one) Minimally, Moderately, Significantly, Fully)

Significantly

3. **Digital Capacity and Access – The District’s technology infrastructure supports learning and teaching in all of the District’s environments.** Response: The district has met this goal: (choose one) Minimally, Moderately, Significantly, Fully)

Fully

- 4. Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.** Response: The district has met this goal: (choose one) Minimally, Moderately, Significantly, Fully)

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.** Response: The district has met this goal: (choose one) Minimally, Moderately, Significantly, Fully)

Significantly

Section IV – Action Plan

Action Plan:

Goal #1:

Provide professional learning to educators on the use of instructional technology models/pedagogy and how to teach through multiple mediums.

1. 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.

2. Target Student Population(s).

- **All students**

3. NEW Additional Target Populations. Check all that apply. (optional)

- **Teachers/Teacher Aides**
- **Administrators**
- **Parents/Guardians/Families/School Community – GOAL**
- **Technology Integration Specialists**

4. How will this instructional technology goal be measured and evaluated during and after implementation?

To help reach this goal a team of technology coaches and the Instructional Technology coordinator will be created. This team will meet regularly to assess progress. The team will also build a plan to build capacity and understanding with the Triple E technology integration model. The team will ask stakeholders for feedback through surveys and Google forms. This data will help the team determine needs and allocate resources.

5. Action Steps:

Action Step Number	Action Step Select one category from the drop- down menu	Action Step Dropdown	Responsible Stakeholder: Select one from the drop-down menu	Anticipated date of completion (Drop- down)	Anticipated Cost
1	Hire technology Coaches in each building	Staffing	Director of Technology	During the summer of 2022	\$ 1,333/year to building Tech Coaches (1 to 2 coaches per building)
2	Provide Access to Professional develop teachers, coaches and leaders	Professional Development	Curriculum and Instruction Leader	Begin during the summer of 2022 and will be ongoing	Per the OATA hourly rate for professional development using Frontline personnel system
3	Inventory of all the technology platforms	Planning	Director of Technology	End of the 2022/2023 school year.	Cost associated with the inventory will be built into the IT Coordinators and Field Technicians job duties/salary along with the district's paid IT

					Student Worker program.
4	Develop the systems of support for the district	Planning	Director of Technology	Throughout the 2022/2023 School Year	Instructional Tech Coaches Stipend Study Groups - per the OATA hourly rate for professional development using Frontline personnel system

Goal 2:

To evaluate and purchase appropriate technology to ensure that all K-12 students have equitable access to assistive digital supports with a focus on students with disabilities, English Language Learners, and other vulnerable populations.

1. Select the NYSED goal that best aligns with this district goal. (The bulleted list below is a drop-down list of NYSED goals that allows for only one choice.)

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

2. Target Student Population(s).

- All students

3. NEW Additional Target Populations.

- Teachers/Teacher Aides
- Administrators
- Technology Integration Specialists

4. How will this instructional technology goal be measured and evaluated during and after implementation?

The technology team will utilize the following to evaluate the goal(s) during and after evaluation:

- Qualitative feedback from Technology coaching members that will be collected during regularly held team meetings.
- Surveys of stakeholders for effectiveness of technology implementation and to determine and continue to close gaps that need to be addressed.
- Collect usage data from programs

5. Action Steps:

Action Step Number	Action Step - Select one category from the drop-down menu	Action Step - Dropdown	Responsible Stakeholder: Select one from the drop-down menu	Anticipated date of completion (Drop-down)	Anticipated Cost
1	Evaluating assistive technologies that are currently district owned. Solicit feedback from stakeholders on usage and effectiveness of these technologies	Evaluation	Director of Technology	End of the 2022/2023 school year.	No additional cost expected. Use of digital surveys
2	Search/ Investigate new and emerging technologies that will help fill	Research	Director of Technology	End of the 2023/2024 school year.	Instructional Tech Coaches Stipend Study Groups - per the OATA hourly rate for

	gaps identified by feedback from stakeholders				professional development using Frontline personnel system
3	Provide professional Development for all educators, parents, and students on technologies identified through surveys and committee feedback.	Professional Development	Curriculum and Instruction Leader	End of year 2024 school year	Instructional Tech Coaches Stipend Study Groups - per the OATA hourly rate for professional development using Frontline personnel system

Goal 3

Implement the new Computer Science and Digital fluency standards in grades K- 12.

1. 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.

2. Target Student Population(s).

- All students

3. NEW Additional Target Populations. Check all that apply. (optional)

- Teachers/Teacher Aides
- Administrators
- Parents/Guardians/Families/School Community
- Technology Integration Specialists

4. How will this instructional technology goal be measured and evaluated during and after implementation?

Progress will be monitored through regular meetings with the Technology Team. The technology team will collect qualitative data of progress through interviews and teacher self evaluation rubrics. Professional development will be tracked through Frontline. Evaluation of standards through district blueprints. Standards will be embedded in the curricula, but in the case in stand alone content/classes we will look at student performance data as well as quarterly test data.

5. Action Steps

Action Step Number	Action Step - Select one category from the drop- down menu	Action Step - Dropdown	Responsible Stakeholder: Select one from the drop-down menu	Anticipated date of completion (Drop-down)	Anticipated Cost
1	Researching how other districts implement computer literacy curriculums	Research	Technology Committee - Instructional tech	Fall of 2022	Instructional Tech Coaches Stipend (paid once a year - \$1,333

			coordinator and Tech Coaches		
2	Identifying district capabilities for implementation (i.e. staff, space, schedule, accessories)	Evaluation	Administration	Fall 2022	No cost
3	Evaluate course offerings and curricula at all levels for integration of SC & DF	Evaluation	Technology Committee along with administration and teaching staff that identified interest	End of School Year 2023	Instructional Tech Coaches Stipend Study Groups - per the OATA hourly rate for professional development using
4	Determine which standards are expected to be addressed by which grade level, content area or special area, and develop a plan for integration.	Planning	Technology Committee along with administration and teaching staff that identified interest	Fall of 2024	Instructional Tech Coaches Stipend Study Groups - per the OATA hourly rate for professional development using
5	Building understanding and capacity with the new standards with stakeholders, teachers are included.	Professional Development	Director of Technology, Director of curriculum and Technology Team	September 2023	Instructional Tech Coaches Stipend Study Groups - per the OATA hourly rate

					for professional development using
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Section V – NYSED Initiatives Alignment

- 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.**

At Owego Apalachin Central School District, technology is integrated into teaching and learning at all levels. Every student, K-12, has an iPad and teachers have been equipped with iPads to aid in their delivery of instruction. Teachers have integrated technology into their delivery of lessons and what they ask their students to do to demonstrate understanding of the content. Teachers use technology to collect data on students to then modify or change instructional practices to help students meet their learning targets. Schoology, Google Classroom, Seesaw, along with other apps that aid in the delivery of content or help in assessment of student comprehension.

- 2. NEW 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.**

Owego Apalachin sees technology as a powerful tool for transforming learning. It can help affirm and advance relationships between educators and students, reinvent our approaches to learning and collaboration, shrink long-standing equity and accessibility gaps, and adapt learning experiences to meet the needs of all learners. We provide all students K- 12 with iPads. The district also provides hot spots or

cellular enabled iPads to students who need an internet connection at home. The district has established the infrastructure that allows for anyone on our campus to access a hotspot at any time of the day.

Short Term: Research and implement technology and strategies that improve remote and hybrid learning.

Long Term: Continue to provide high quality professional development to our staff in the area of technology. Additionally, create partnerships with companies that provide emerging solutions to improve instruction in all learning environments (virtual, hybrid, and in-person. While we have iPads with all students and staff along with a robust infrastructure, the district will continue to monitor and upgrade as needed.

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.

The district has 1:1 iPads for all students K-12. Teachers have used these devices to help students with disabilities with organization as well as reminders for task completion. Special education teachers show their students the text to speech function as well as providing audio books to students. Students are also shown how to adjust the visual appearance of text on iPads. At the elementary level, we have several students that are using these iPads and the program Pro-Lo-Quo to communicate in their Classroom teachers and fellow students. The district has laptops and classroom computers that special education teachers have access to for students with word processor accommodations to foster independence. Schoology and Google classroom are used to allow students to have continued access to classroom materials for review and assistance outside class time.

Special education teachers have access to all the iPads applications like ixL and Epic to provide differentiated instruction to students at multiple levels. These applications can also be used at higher grade levels to help students close gaps with math, reading and writing skills.

4. How does the district utilize technology to address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments?

- 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.

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
- Reading strategies through technology for students with disabilities
- Choosing assistive technology for instructional purposes 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

6. How does the district utilize technology to address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments?

- 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.
- 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.

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

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.

- Technology to support writers in the elementary classroom
- Technology to support writers in the secondary classroom
- Enhancing children's vocabulary development with technology
- Writer's workshop in the Bilingual classroom
- Reading strategies for English Language Learners
- The power of technology to support language acquisition
- Electronic communication and collaboration
- Promotion of model digital citizenship and responsibility

9. NEW 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?

- 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.
- 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.
- 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 "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, 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.
- 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.

10. How does the district use instructional technology to facilitate culturally responsive instruction and learning environments?

- 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.

Section VI – Administrative Management Plan

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.

Title	Full-time Equivalent (FTE)
District Technology Leadership	1
Instructional Support	8
Technical Support	2
Totals	11

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.

Anticipated Item or Service Drop Down Menu.Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
Professional Development	N/A	\$100,000	annually	other	District General fund
Instructional and Administrative software	N/A	\$50,000	annually	Categorical hardware And BOCES RIC D or IT	

Tech coaches		\$11,000	annually	District General Fund	
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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