



Salem Central School District

2018-2021

Technology Plan

Table of Contents

Mission, Vision & Executive Summary	2
Salem Central School District Technology Committee	3
New York State Education Department Technology Goals	3
Instructional Technology Vision	3
Stillwater Central School District Instructional Technology Goals	3
Instructional Technology Plan Process	4
Professional Development Plan	4-6
Goal Measurement and Evaluation	6-7
Goal Action Plans	7-9

Mission Statement

Salem Central School will maintain a supportive and caring learning environment for the students of Salem, Rupert, and the surrounding area that creates opportunities for students both before and after graduation, promotes student success through a focused, intentional academic program, and engenders a sense of service to both school and community.

Vision Statement

Salem Central School will be the exemplary model of a rural school district where parents and guardians aspire to have their children experience its educational program, students may obtain lasting and fulfilling careers with a sense of accomplishment, and graduates always remember their experience as a vital component of their success in life.

Executive Summary of Vision & Goals

The district will create a shared vision, mission and goals which promotes learning through the utilization of current technologies for best practices in instruction. The district will develop a school culture of digital age learning that promotes student achievement and staff professional development; that clearly identifies applied uses of technology along with basic skills. The district will promote and maintain excellence in current educational practices while implementing digital media, tools and resources. The district will implement programs that ensure all students and staff practice the highest level of safe, legal and ethical use of technology, while communicating and collaborating with others. The district will promote the improvement of technology resources through facilitating partnerships to support operational needs and academic goals.

Salem Central School District Technology Committee

Dr. David Glover, Superintendent	Todd Desoto, Teacher
Jason LaMora, WSWHE BOCES Model Schools	Frank Fronhofer, Teacher
Karen Fronhofer, Teacher	Laura Fronhofer, Teacher
McClellan Merryman, Teacher	Tina Luke-Byk, Teacher
Cindy Rogers, Teacher	Randy North, Teacher
Mary Skelly, Teacher	

New York State Education Department Technology Goals

1. Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning.
2. Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning.
3. Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences.
4. Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders.
5. Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.

Instructional Technology Vision

We are striving to create an inclusive culture with diverse and enriching technology opportunities that promote student success through continuous improvement of our instruction, technology and community involvement.

Salem Central School District Instructional Technology Goals:

1. *Salem CSD will provide seamless, equitable access to technology & resources for staff and students.*
2. *Salem CSD will improve student engagement & achievement through technology integration.*
3. *Salem CSD will expand our school to community connection.*

Instructional Technology Plan Process:

The stakeholder group was comprised of representatives from the school, consisting of elementary, secondary, technology, arts, administration, special education, and BOCES. The group met multiple times over the course of four months and began the planning process by establishing a compelling technology vision which supports the district mission. Using this vision and the SMART goal setting framework, the group established and developed three key goals which connect to state initiatives, district strategic curriculum planning, and the smart school investment plan currently being developed. The group decided that a formative assessment would assist with plan implementation and developed a survey to gather information on the current comfort and skill level with technology integration by staff in the district. This baseline assessment, in conjunction with a technology audit being performed by BOCES staff on user devices and infrastructure will determine the starting point for all three goals. An additional assessment for students will be administered in the fall.

Next, the group identified potential barriers to action steps established for goals 1-3 and constructed additional steps as appropriate. Stakeholders were assigned to relevant tasks and timelines were established. These timelines are general in scope and will be modified as plan implementation occurs; whether accelerated or extended. Finally, the group established an outline of potential professional development based on the work that has occurred before. This timeline and focus will be modified based on the information obtained from surveys, discussion, and assessment. There are foundational concepts such as the SAMR model that will begin in the fall and serve as a staple to guide the district toward attainment of goals and vision. Stakeholders then identified budgeting needs to sustain initiatives. The group will continue to meet monthly to discuss progress and work toward their goals.

Professional Development Plan

Professional development planning at Salem Central School District is ongoing, sustained, and specifically aligned with New York State's school and district goals, including, but not limited to, technology goals. The district looks at multiple factors in determining professional development needs. An analysis of these needs assists in planning activities for the year. Goals and

needs are aligned with the New York State Professional Development Standards, and District and Building Goals.

The stakeholder group is comprised of Pre K-12 teacher representatives, administrators, parents, and the superintendent. This group meets to plan and make recommendations regarding the focus of professional development opportunities to be considered and reflected in this plan. This plan includes, but is not limited to, technology goals and professional development. The group considered current research, as well as input from the professional staff, in the design and development of the plan.

The Salem Central School District believes that all students can learn, and it recognizes that quality professional development is essential to the continuous improvement of the educational process. The district has long demonstrated a commitment to connecting professional development to the improvement of student results and will continue to promote and assure the ongoing development and growth of its professional staff. To that end, the district has developed a comprehensive PDP that encompasses technology initiatives (linked below). The district PDP targets curriculum, pedagogy, instructional technology, and equitable access and support the district mission and vision. PD must be fluid and adaptive to meet the needs of staff and, in the end, students. To this end, evaluation of the district's current PD and technology goals will be ongoing. This evaluation, described in sections of this plan and in the PDP itself, will be used to revise actions and planning to better target staff need.

Goal #1 which focuses on equitable access will begin with an in-depth audit of technology; from infrastructure to end user devices and software. This audit will be used to establish a concrete rotation and budget to better meet initiatives described in Goal #2.

Goal #2 of this plan focuses on curriculum integration through the implementation of the SAMR model. Evaluation of this goal which is the foundation for building capacity may be found in question #7 of this plan, along with tie ins to goals 1 and 3.

Goal #3 targets community connection. This goal focuses on maintaining a safe and collaborative connection between the school and the community. The information accumulated from goal #1 will assist with providing a safer campus by tying into a Smart Schools security project and identifying positive methods of communication with the community. The latter will be evaluated

using data from district communication platforms and through an annual community survey, as well as formatively at various events.

Annual analysis and reflection of district needs will be based on survey of all stakeholders for professional development needs, NYS/local testing data, NYS School Report Cards, NYS regulations and mandates and district goals focused on student growth.

Professional opportunities will be made available to all stakeholders to support continued professional growth and learning as it pertains to students' academic/social and emotional learning. Learning opportunities will be offered through in-service, out of district, after school, summer PD and online (Google hangout).

In compliance with NYS Education Department regulations, the Salem CSD will ensure all certified professionals have opportunities to participate in approved professional development. Approved hours will be documented for all professional staff. Recognized professional learning and leadership activities will be developed in collaboration with teachers, teaching assistants, and administrators and district partnerships with WSWHE BOCES, Capital Region BOCES, Questar III, David Mitchell, and the Washington Collaborative.

The professional development plan will be reviewed, revised and submitted annually to the Superintendent of Schools and the Board of Education for their review, consideration and approval.

The full PDP plan may be viewed [here](#).

Goal Measurement and Evaluation

Goal evaluation will be ongoing and through multiple methods. Each goal was developed to be fluid and adaptive. The first goal, which focuses on equity, is largely dependent on an initial hardware/ software audit with ongoing monitoring and feedback. The audit will provide a clearly defined status of technology. Upon completion of the audit, the district will be implementing a series of monitoring tools to provide live data on network performance, as well as a live inventory of devices connected to the network. Ongoing evaluation of goal #1 will be necessary to be sure that access aligns and supports additional technology goals. Apart from live monitoring, the technology committee will review and evaluate goal #1 based on current and future initiatives.

The second goal, which focuses on improving student achievement through the implementation of an instructional technology curriculum model, will be fluid as well. The district will continue to provide professional development for staff through BOCES Model Schools and lead teachers. These PD offerings will work to expand knowledge and adoption of the SAMR model. Additionally, twice per year, all staff will be asked to complete a survey designed to identify proficiency in select initiatives, tools, and methods of technology use and integration. This survey will allow lead teachers and BOCES trainers to customize learning. Each professional development offering will include an "exit ticket" style of evaluation to help identify staff that would like follow up/ individual training. The tech committee will also meet monthly to review PD and other technology needs.

The final goal is community based. To track progress, community member participation will be tracked and community members will also be invited to provide feedback at the conclusion of events and through an annual survey.

Goal Action Plans

Goal #1: Salem CSD will provide seamless, equitable access to technology & resources for staff and students.

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

Target Student Population: ALL Students

Action Plan:

1. Assess current technology status and physical learning environments.
 - a. Review classroom designs, layouts and learning models.
 - b. Review software.
 - c. Audit inventory.
 - d. Identify obsolete devices and software.
 - e. Refine procedures for shared use/access to technology and scheduling.
2. Develop comprehensive technology replacement plan and budget.

3. Implement and sustain comprehensive technology replacement plan and budget.
4. Evaluate comprehensive technology replacement plan and budget as needed.

Goal #2: Salem CSD will improve student engagement & achievement through technology integration.

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

Target Student Population: All students

Action Plan:

1. Adopt and implement the SAMR model.
 - a. Identify "Network Neighbors" for SAMR Model implementation.
 - b. Assess current staff proficiencies.
 - c. Provide training for all staff.
 - d. Coordinate schedules.
2. Evaluate and adopt software that supports integration and district PDP.
3. Provide PD in support of integration.
 - a. Communicate best practices among staff.
 - b. Use Google Classroom to provide a common platform for communication and collaboration.
4. Evaluate the impact of technology on student achievement.
 - a. Develop an evaluation component, both formative and summative, looking at specific curriculum related goals and objectives for the use of technology in teaching and learning.
 - b. Use skill-based proficiencies to assess.

Goal #3: Salem will expand our school to community connection.

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

Target Student Population: ALL Students

Action Plan:

1. Increase utilization of electronic communication tools.
2. Review current policy and practice.
3. Offer parent/ community workshops on digital citizenship, acceptable use, internet safety, cyber bullying, etc.
4. Continue to evaluate the safety and security of the campus and update plans, procedures, and technology.