

**The Ballston Spa Central School District**  
**State Approved Instructional Technology Plan**  
**2022-2025**



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## **Instructional Technology Mission Statement**

### **A Meaningful Understanding of and Experience with Technology**

A meaningful understanding of and experience with technology requires our learning community to have the skills necessary to engage with the world in productive, contributory, and responsible ways. Additionally the district will ensure materials and resources are accessible to all our stakeholders from any device, and anywhere they are connected.

We can accomplish this in many ways:

- To prepare our students for career, college, technical training, and/or the military, we will ignite students' passion and imagination through the use of modern and emerging technologies.
- To build a solid foundation for ethical and responsible behavior, we will provide digital citizenship, and development opportunities.
- To provide equitable learning experiences, we will use technology to support multiple means of engagement, representation, and forms of assessment.
- To ensure accessibility, we will create learning opportunities for all stakeholders to understand how technology can enhance their lives.

### **Process used to develop the Instructional Technology Plan**

There has been a change in administrative leadership for Instructional Technology since the last technology plan was written. A full audit was conducted on current Instructional Technologies. A Technology Steering Committee was formed and meetings were held to review the current plan and then discuss future goals. The committee was composed of 21 stakeholders across the district. First, the 2018 committee members were asked to participate. From there, the opportunity was then opened to all district personnel as well as requesting student and parent participants. Through the year sub-committee meetings were held to discuss targeted questions in the plan that were related to their members' particular needs. All information from the sub-committee meetings was shared back to the full committee. The Coordinator of Instructional Technology attended all the Technology Planning Meetings hosted by NERIC and WSWHE BOCES. For some of these meetings additional members of the district committee attend. NERIC also offered two personal planning times to review the committee's work. At these virtual meetings there was an opportunity to address district specific concerns and questions. The district Technology Steering Committee has agreed upon the three goals and action steps for the district's technology plan. The committee will continue to meet in the coming years and follow up on the progress of the plan.

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

In the district's previous submission some overarching themes were to provide equitable access to technology and increase awareness of digital resources to enhance learning and instruction for all students. The district created a 1:1 environment for all students. This opened up new opportunities that were not previously available to many of the elementary grade levels. With the incorporation of the 1:1 devices, teachers were able to use more of the technology resources the district had available. The district initially provided a map where wifi could be accessed within the community for those that did not have internet at home. This effort has been successfully transitioned to providing hotspots to individual families that need internet access in their place of residence.

With the development of the Classlink dashboard it allowed for easier access to all the digital tools the district had to offer in a safe and secure manner. There was a folder created for students in need of additional assistive technologies. To build upon these themes we are continuing the work with accessibility to materials and leveraging our Technology Integration Coaching Team to assist teachers in creating high-quality digital resources and exploring the ideas of more sustained coaching opportunities. Through the implementation of Schoology district wide, teachers were able to create additional digital resources that students could access both at school and home. Additionally the consistency in the platforms provided parents and guardians increased home/school communication.

An additional outcome from the last plan was to develop and implement the Digital Literacy Scope and Sequence across grade levels matching the ISTE Standards. Computer Science lessons were created at the appropriate levels and utilized in special area classes such as the Library and then built upon by classroom teachers. To follow the work that has already been established to achieve this step, now that NYS has established their own Computer Science and Digital Literacy Standards we are making this a main goal to continue this work.

Now that the district is even more digitized, having completed the goal of being 1:1 we have added a goal for network security. With the ever growing cyber security threats in the world it is paramount that we increase our already robust cyber security to include more tools that will boost our cyber resilience.

**Below are the three state approved instructional Technology Goals. Each Goal contains four action steps and a description of how its effectiveness will be measured.**

**Goal 1** - Raise awareness and implement the NYS Computer Science and Digital Literacy Standards in all grades K-12 in accordance with the NYSED Computer Science and Digital Fluency Learning roadmap. Four action steps are:

1. Crosswalk NYS Computer Science and Digital Literacy Standards standards with all current K-12 curriculum areas to develop a scope and sequence to identify alignment of areas for implementation of the NYS Computer Science and Digital Literacy Standards. (Completed by July 31, 2022)
2. Continue the curriculum crosswalk for embedding integrations, then designing and creating lessons that support the NYS Computer Science and Digital Literacy Standards standards with K-12 building level instructional support teams. (completed by June 30, 2023)
3. Explore products and resources, with the help of district technology integration coaches, that support the NYS CS and Digital literacy standards (ie Common Sense Education, robotic equipment, makerspaces, virtual reality, and other emerging technologies). (Completed by June 30, 2025)
4. Using the BrightBytes Clarity Tool, specifically the Technology and Learning platform, we will crosswalk the survey questions to NYS Computer Science and Digital Literacy Standards standards. With this new metric we can see how best to support our learning community. (Completed by June 30, 2025)
  - a. We will survey the school community periodically to measure the impact of our efforts.
  - b. With data from the BrightBytes survey plan and implement learning opportunities for families and students.
  - c. Increase community knowledge of digital resources and tools and empower parents to become active collaborators in their children's digital footprint at age appropriate stages.

### **Measurement/Evaluation of Goal #1**

One of the ways we will measure this goal of raising awareness and implementing the NYS Computer Science and Digital Literacy Standards in grades bands K-12, is by utilizing the

Brights Bight Survey. After reviewing the data from the completed survey we will determine what resources and or professional development opportunities need to be offered to our school community. We will also use our Technology Integration Coaches to ensure that the new standards are accessible and implemented by our teaching staff. Furthermore, at the Technology Steering Committee meetings we will review the progress of this goal by gaining feedback from its participants which cover all stakeholders in our school community.

**Goal 2:** Increase teachers' and students' use of accessible digital resources to support teaching and learning by assisting teachers in creating high-quality materials that ensure equitable access utilizing district digital tools. Four actions steps:

1. Propose a Professional Learning Community around the Technology Integration Matrix (TIM). Teaching staff can explore the matrix to further their technological growth and development of their craft using the perception survey, observation instrument, and coaching resources. Furthermore, it could “provide a framework for describing and targeting the use of technology to enhance learning.” (Completed by June 2023)
2. Provide a professional development catalog in Frontline Professional Growth that is focused on the integration of technology, including assistive/ELL/MLL technology and the Computer Science and Digital Literacy Standards.
  - a. Include instructional support for analyzing student data to inform instruction in curricular areas to help foster the continued creation of high-quality digital materials.
  - b. Collaborate with the assistive technology special education team to support students with disabilities as outlined per their Individualized Education Plan (IEP) and offer professional development opportunities as needed. (Completed by June 30, 2025)
3. Help educators create digital learning spaces that are intuitive, well-organized, easy to read, contain accessible materials, and that ALL learners and their families' can use and find accessible.
  - a. At the elementary level, increase the use of Schoology as a tool for accessing materials, including uploading and updating current instructional materials as a means for enhanced communication and collaboration.
  - b. At the secondary level, enhance the use of Schoology and SchoolTool as a tool for accessing instructional materials and increasing collaboration and communication among faculty, staff, students, and parents. Look to create more consistency between teachers pages to help everyone easily navigate the resources. (Completed by June 30, 2025)

4. Evaluate our current unified communication systems and research additional tools to enhance and build a stronger, more collaborative school community. The district will continue to run a Mifi resource borrowing library located in each building to increase equity and access for economically disadvantaged students. (Completed by June 30, 2025)

### **Measurement/Evaluation of Goal #2**

To help measure the following goal we will employ a few different metrics. We will review analytic data from our Classlink platform as a pre/post evaluation for the number of digital resources used by the district as well as monitoring the number of teachers and students using Schoology. We will check attendance for course offerings of Schoology and monitor the number of people who utilize our Technology Integration and Literacy Coaches with regard to creating digital materials. We will also use anecdotal information gathered by our Technology Integration and Literacy Coaches. If adopted we also hope to use the TIM Matrix as a self-reflective tool for teachers. Furthermore, at the Technology Steering Committee meetings we will review the progress of this goal by gaining feedback from committee members which represent all stakeholders in our school community.

**Goal 3:** Increase the safety of our network environment by continuing to educate all network users on digital safety and security and by adding additional layers of network protection. To evaluate the process ongoing penetration and phishing security tests will be conducted. Four action steps:

1. Evaluating products to best support users for multi-factor authentication across the vast array of applications used in the district. (Completed by 07/31/2024)
2. Using an immutable multi approach of sending network backups to a local and cloud based repository. (Completed by 07/31/2023)
3. Educating all network users yearly on email phishing and network security. Educating students following the NYS Computer Science and Digital Literacy Standards to be responsible digital citizens apply principles of personal privacy and network security to the use of computing systems, software, internet, media, and data. (Completed by 07/01/2025)
4. Continually perform penetration tests to evaluate our network security resilience. (Completed by 07/01/2025)

### **Measurement/Evaluation of Goal #3**

By evaluating staff periodically with phishing simulations this will ensure that the training platform utilized is effective. In performing continual penetration tests the district is able to evaluate the effectiveness of the ongoing network security upgrades. All results will be reviewed by the district Data Protection Officer and a summary will be shared at the Technology Steering Committee.

### **How the professional development plan will build the capacity of educators and administrators in the attainment of the district instructional technology vision.**

Professional development opportunities will continue to be offered in a variety of ways to help meet the current needs of our educators. This will be accomplished by leveraging the district's Technology Integration Coaches, teacher centers, BOCES, school districts, professional organizations, and independent professional development service providers. Offerings will be noted in the district's professional development catalog, and will include face-to-face sessions offered during and after the school day, as well as online (live) and online (archived) sessions available to staff at any time. Topics include but are not limited to:

- Accessing and analyzing student data, student work, and progress to inform instruction.
- Participating in courses, study groups, and other learning opportunities delivered from many providers, such as institutions of higher education.
- Course work linked to education related professional skills.
- Curriculum planning and development.
- Developing or collaborating on the development of new instructional methods that take advantage of technology to support learning.
- Participation in professional learning communities focused on how technology integration can support student learning and achievement.
- Delivering professional development (e.g. conducting workshops, job-embedded modeling, and coaching).
- Peer or program observations and/or visitations.
- Job specific training/skill development