Randolph Academy
where promise grows

The mission of the Randolph Academy is to support, empower, and educate students to live safely, behave responsibly, treat all persons with respect, advance toward their goals, and succeed in the classroom.

Randolph Academy
Union Free School District

Technology Plan

2022-2025

The purpose of this plan is to meet the Commissioner's Regulations (Part 100.12) by developing and maintaining instructional technology to ensure that every child has equitable access to the highest quality educational opportunities, services, and supports in schools that provide effective instruction aligned to the state's standards, as well as positive learning environments so that each child is prepared for success in college, career, and citizenship.

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Introduction

Randolph Academy is a public special act school with two campuses, one located in Randolph, NY and one located in Hamburg, NY, that supports, empowers and educates students with emotional and mental health disabilities. Promoting a normative culture and restorative practices, our academic programs offer small class sizes, individualized instruction and an emphasis on community involvement. Our Regents exam scores consistently exceed the NYS averages for students with disabilities and our graduation rates have been 100% in recent years. The following is a technology plan that ensures that our students have the skills they will need to become successful and productive members of our global society, to enhance the learning potential of each student, and to provide our staff with the training and support they may need.

Strategic Technology Planning

District Mission:

The mission of the Randolph Academy is to support, empower, and educate students to live safely, behave responsibly, treat all persons with respect, advance toward their goals, and succeed in the classroom.

Vision Statement that Guides Instructional Technology:

The vision of Randolph Academy is to integrate technology into the education program in order to provide students with the skills they will need to become successful and productive members of our global society, to enhance the learning potential of each student, and to provide our staff with the training and support they may need.

Planning Process to Develop Instructional Technology Plan:

This plan and the vision needed to create a viable technology blueprint for Randolph Academy Union Free School District is the product of the Randolph Academy UFSD Comprehensive District Education Plan Committee Members.

The shared-decision making committee is comprised of the following:

Danielle Cook, Superintendent
Mary Myers, Board of Education President & Randolph Community Resident
Theresa Gray, Director of Curriculum & Instruction
Mary Pauly, Randolph Campus Building Principal
Laura Osinski, Hamburg Campus Building Principal
Brian Fleischmann, Director of Technology
Emily Cronin, Professional Association President
Janice Finch, Support Staff President
Julie Lafferty, Support Staff Vice-President
Laura Heeter, Restorative Justice Coordinator & Hamburg Community Resident
Thomas Palcic, Hamburg Campus School Counselor
Stephen Sayoc, Randolph Campus School Counselor
Cindy Breeze, Hamburg Campus Parent
Anna Gifford, Randolph Campus Parent

Previous 3-Year Plan

The current plan considered the previous goals and assessed the attainment of the previous goals. Ensuring that access to technology for blended learning was a primary focus that has been accomplished with the previous technology plan. Moving forward, a strategic process for gaining stakeholder input was implemented. The team developed an infographic to guide conversation and to better understand what will be necessary in order to achieve the vision.

COVID Implications & 1:1

COVID-19 forced the district to ensure that a blended learning model was available to all students. This continues to be a possibility with the availability of every student having access to a device. Randolph Academy has also increased the use of video conferencing to allow the two campuses, located an hour apart from one another to interact effectively and efficiently for both planning, professional development, and student instruction.

Given the small class sizes and instructional program at Randolph Academy UFSD, it is not currently the district's plan to provide students with a dedicated device in school and in their place of residence; however, all students have access to a device during class time and the district is prepared to provide a dedicated device in the event there is a need for remote instruction.

Professional Development Plan:

The Randolph Academy UFSD Comprehensive District Education Plan Committee will develop an annual plan for professional development related to technology, based on an evaluation of staff interests and needs as well as an assessment of the continuing evolution of technology and of best practice.

Action Plan

The vision of Randolph Academy is to integrate technology into the education program in order to provide students with the skills they will need to become successful and productive members of our global society, to enhance the learning potential of each student, and to provide our staff with the training and support they may need.

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

Develop an annual plan for professional development related to technology, based on an evaluation of staff interests and needs as well as an assessment of the continuing evolution of technology and of best practice.

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

Ensure that technology integration is throughout all aspects of the educational process and that our students are technologically literate, well-equipped for the work place and/or post-secondary education.

NYSED: Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences.

Provide and maintain the technical infrastructure necessary to support all learning environments and provide equitable opportunities for all learners.

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

Action Steps

Goal 1: Develop an annual plan for professional development related to technology, based on an evaluation of staff interests and needs as well as an assessment of the continuing evolution of technology and of best practice.

Action Step	Category	Description	Responsible Stakeholder	Other Responsible Stakeholder	Anticipated Date of Completion	Anticipated Cost
Action Step 1	Planning	Create a Technology Committee	Superintendent	Director of Technology	2025	0
Action Step 2	Evaluation	Development of a Needs Assessment	Director of Technology	Director of Curriculum	2022	0
Action Step 3	Research	Explore learning platforms to increase student engagement	Director of Curriculum	Director of Technology	2025	0
Action Step 4	Research	Explore how technology can enhance restorative practices and normative culture programming in the building (i.e. 5-step plan)	Director of Curriculum	Director of Technology	2025	0

Measurement & Evaluation: The district will continuously evaluate instructional technology goals through the use of surveys, anecdotal evidence, district-wide technology meetings, professional development evaluations, and observation of teacher and student utilization. Additional follow-up measures will include implementing checks to ensure that budgetary monies are allocated according to the plan, professional development activities are organized and aligned appropriately, and any new initiatives fit in with the plan.

Goal 2: Ensure that technology integration is throughout all aspects of the educational process and that our students are technologically literate, well-equipped for the work place and/or post-secondary education.

Action Step	Category	Description	Responsible Stakeholder	Other Responsible Stakeholder	Anticipated Date of Completion	Anticipated Cost
Action Step 1	Planning	Ensure that all students are able to utilize technology to communicate thoughts and ideas accurately.	Classroom Teacher	Building Principal	2025	0
Action Step 2	Curriculum	Provide students with lessons on Technology Literacy for purpose of ensuring they are responsible users.	Classroom Teacher	Director of Curriculum	2025	0

Action Step 3	Evaluation	Technology will be utilized effectively in the teaching and learning process. Enriched, creative opportunities for learning skills that foster independence, leadership, critical thinking, collaboration, communication, creativity, and continuously challenge every individual will be offered for all students.	Director of Curriculum	Building Principal	2025	0
Action Step 4	Professional Development	In addition to professional development offerings related to technology utilization and integration it is imperative that advanced, follow up offerings that deepen the knowledge and confidence of staff to integrate technology into the planning, delivery, and assessment of instruction be developed, implemented, and made readily accessible to all staff.	Director of Curriculum	Director of Technology	2025	0

Measurement & Evaluation: It will be the responsibility of the administrative team (building principals, district administrators, and technology coordinator) to annually evaluate the effectiveness of plan implementation. Evaluation will include: · Review of technology use by staff and students by the elementary, middle school, and high school technology committees:

- Data concerning staff proficiency in the use of technology for instructional and management functions
- Usage data such as logs of computer lab use, use of peripherals.
- Technical assistance and troubleshooting logs
- Analysis of data related to student learning.
- Student data such as state and local assessments; screening, benchmarking and progress monitoring· Review of evaluation data from staff development activities
- Professional development days, workshops, and conferences

- Surveys of staff, students, and/or families as appropriate Recommendations with supporting documentation will be submitted on a regular basis to the Board of Education.

Goal 3: Provide and maintain the technical infrastructure necessary to support all learning environments and provide equitable opportunities for all learners.

Action Step	Category	Description	Responsible Stakeholder	Other Responsible Stakeholder	Anticipated Date of Completion	Anticipated Cost
Action Step 1	Learning Spaces	Evaluate our physical learning spaces to ensure that technology is available to support collaborative student-driven instruction.	Director of Technology	Director of Curriculum	2025	0
Action Step 2	Research	Identify and provide access to high quality digital hardware and software resources to address the diverse needs of all student learners.	Director of Technology	Director of Curriculum	2025	0
Action Step 3	Evaluation	Assess our current technology resources (Interactive Flat Panels, Laptops, etc.) and how they are impacting and improving the existing learning environment. Based on outcome, how we will continue to adapt and deploy technology throughout the district.	Director of Technology	Director of Curriculum	2025	0
Action Step 4	Professional Development	Ensure that all staff and students are aware and knowledgeable of Ed-Law 2D.	Director of Technology	Director of Curriculum	2025	0

Measurement & Evaluation: The district will continuously evaluate instructional technology goals through the use of surveys, anecdotal evidence, district-wide technology meetings, professional development evaluations, and observation of teacher and student utilization. Additional follow-up measures will include implementing checks to ensure that budgetary monies are allocated according to the plan, professional development activities are organized and aligned appropriately, and any new initiatives fit in with the plan.

NYSED Initiatives Alignment

Comprehensive and sustained effort to support rigorous academic standards:

How technology is integrated into teaching and learning throughout the district - Through these supports and resources, the district will continue to deepen teachers' and administrators' understandings of the uses of technology to support learning and achievement.

Explain the extent to which technology is used by teachers to facilitate their practice - Our role is to provide guidance, oversight and support to successfully integrate technology into all aspects of teaching and learning.

The extent to which technology is used by students to demonstrate understanding of skills and concepts - The use of technology to support teaching and learning is no longer an option in our classrooms. For decades, we have watched as technology has been used as a reward or been used as an add-on activity when there is time in the day. This has led to mediocre, inconsistent experiences for our students.

The extent to which technology is used to provide multiple pathways to access and participate in learning - As such, we must look for ways to integrate technology at a deeper level moving beyond just using it to replace a traditional activity once done on paper with pencil. Instead technology gives us access to a much bigger classroom with the ability to reach out to experts outside the walls of our schools, the ability to create multimedia worlds that demonstrate creativity and understanding, the ability to share work and receive feedback with someone beyond the teacher. We can modify and redefine our traditional classroom tasks and in doing so, open doors to easy pathways to creativity, critical thinking, communication and collaboration.

Equitable Learning:

In order to ensure equitable learning everywhere, all the time, the district plans to utilize needs assessments and evaluations of teaching, learning and professional development in order to ensure that we are providing access to appropriate devices to meet the needs of our students, as well as build the capacity of staff, students and families.

Students with Disabilities:

All of the students are Randolph Academy are considered students with disabilities, so all of the technology goals and instruction using technology are focused on this specific student group. This means that any and all technology devices/software that are purchased are specifically considered based on how they can serve our unique student population. This can include things like ruggedized laptops, classroom laptop management/monitoring software like Faronics Insight, and web browser/operating system built in assistive technologies like text to speech and speech to text.

For a link to the complete 2022-2025 Instructional Technology Plan CLICK HERE.