

WALLENPAUPACK AREA SCHOOL DISTRICT

2020-21 Academic Plan

Technology Integration Vision Statement

Students and staff will have access to the tools of technology and the skills to effectively use them in the process of innovative education. We also envision that school administration will leverage technology to enable the most efficient and effective means of managing the business of schooling.

Technology Progression

In order to project future needs and direction, we need to understand the continuum of technology advances and compliance demands. Since March 2020, significant access gaps to personal computing devices and internet access inhibited the ability of the District to deliver diverse distance learning instructional modes. Interviews, focus groups, and surveys of parents, students, teachers and administrators uncovered many potential solutions to bridge the access gap, and to improve instruction. Some of those solutions are:

- Devices for all students and teachers
- Internet connectivity for all students through school and community access points
- Consistent communication with all stakeholders; students, parents, faculty, professional staff, administrators, community through a Learning Management System (LMS)
- Professional development in innovative pedagogical practices that support online, hybrid, and face to face instruction for all students

Curriculum Integration

The process of integrating educational technologies into the District's curriculum can be achieved through the thoughtful linking of curriculum and District goals to appropriate technologies and delivery.

The planning and implementation model for student focused technologies within each school building is a collaborative process, adjusted for each school's needs. Evaluating the use of technology as part of instructional goals will be considered during the curriculum review process for each discipline.

Curriculum Goals:

- All students literate on or above grade level.
- All students numerate on or above grade level.
- All students have experiences in problem solving.
- All students have experiences in social justice.
- All students have a career plan.

Professional Development

Professional development opportunities, both in-service and otherwise, will be a significant part of building capacity for technology use. Successful integration and innovation rely heavily on staff access to quality professional development. The goal of staff development in technology will be to ensure that our staff will be able to proficiently:

- Utilize technology tools for instructional management and personal productivity
- Employ technology tools for delivery of instruction and communication
- Design instruction that provides equitable access and is responsive to individual needs
- Provide skills instruction in technology literacy where called for in the curriculum
- Guide students in academic, productive, and acceptable uses of technology (AUP).

Technology capacity will continue to be aligned with the District’s instructional goals. The District anticipates many technology driven changes in many areas of classroom work that will require professional development including:

- Transitioning from paper-based systems to electronic based communication, instruction, assignments, projects, assessments, feedback, etc.
- Ensuring direct instruction, synchronous and asynchronous.
- Administering electronic assessments of student work, formative and summative.
- Facilitating student collaboration to produce work that can be presented and defended to a larger group in a digital format.
- Ongoing training to support collaborative work, including Schoology, iPad use, PA SmartFutures, Microsoft Suite, etc.
- Implementing standardized professional practice using devices and an LMS to provide a consistent end-user interface.
- A model for online learning: Envision, Map, Prime, Orient, Walkthrough, Extend/Explore, Reflect (EMPOWER) (Wilhelm, 2020)

Workflow Changes

Changes from traditional, paper-based resources to innovative pedagogical practices that support online, hybrid, and face to face instruction for all students. The phase color represents where the students are located: Green- in school; Yellow- some in school, some at home; Red- all at home. **The instructional plan for the teacher is the same for each phase. The use of technology to plan, implement, assess, and support instruction should be the same in each phase.**

Administrative Efficiency

Technology will continue to be used to increase communication among students, parents, faculty, staff and administration. Information systems for record keeping and reporting continue to be developed throughout the system. The creation of a centralized helpdesk system to streamline support requests, will allow for quick problem resolution, and create protocols for ensuring quality work and accountability. The newest iteration of the helpdesk will provide teachers and students a simple quality assurance survey they can complete in order to provide feedback on the level of support provided.

State Testing

PSSA/Keystone testing will continue to be paper/pencil where applicable (Green and Yellow Phases) and where online resources are limited. PSSA/Keystone testing will be online where resources are available and where online testing is the preferred method or where allowable in the Red Phase.

Protecting Student Data

The District's use of web-based applications are subject to two federal privacy laws, the Family Educational Rights and Privacy Act (FERPA), which protects the privacy of most educational records, and the Children's Online Privacy Protection Act (COPPA), which requires a onetime parental consent before a commercial website may collect any personal information from children under the age of 13.

Communication with the Community

An important part of District operations is open and regular communication with students, parents, and other members of the community. Technology plays a significant role in supporting District communications by maintaining a secure and reliable set of communication tools including email lists, a website, social media, automated calling and texting.

Instructional and Assessment Protocols

Daily synchronous lessons will be recorded for archiving and asynchronous viewing. Daily instruction in all three phases (Green, Yellow, and Red) should be structured for flexibility to move between each phase fluidly. Daily formative assessments in the form of student observation and review of student work should be structured to allow for the teacher to receive and to give feedback daily. Periodic summative feedback will be used for grades and to formally communicate student understanding of course skills and content.

Communication Plan

Daily communication through face-to-face instruction in the Green Phase, face-to face every other day in the Yellow Phase, and daily through synchronous instruction in the Red Phase is the goal. In cases where students are absent or unable to attend synchronous instruction, other communication forms will be used, i.e. LMS, email, messaging tools, phone calls, video conferencing. If a student is not submitting work or attending face-to-face or synchronous instruction for one week, the teacher will submit the student's name to building level guidance and administration.

Social Emotional Response Plan

Teachers and student support personnel contact with students through via Face-to face or synchronous instruction, LMS, email, phone when appropriate. Teacher use of LMS, email, phone, text, robo-call, or other communication platform that provides evidence of contact. If there is a one-week lapse of contact with a student, then some form of parent contact must be attempted. Names of students/families unable to be contacted will be shared with guidance/administration.

Special Education/IEP Goals

Special Education/IEP goal progress monitoring will continue after a baseline assessment within the first two weeks of school. After six weeks, data will be reviewed to identify recoupment issues and determine possible compensatory services.

A review of specially designed instruction to determine the needs of a student in each phase will be conducted by individual IEP teams.

Technical Supports

Each student will be provided with a District personal learning device. Student/parent technology support will be available in each phase. In the Green and Yellow Phases, students should report technology issue to their teacher. In the Red Phase, a District technology hotline and email will be established to aid students and families.

WASD K-5 Academic Plan

Instructional/Assessment Protocols

<p style="text-align: center;"><u>GREEN PHASE</u></p> <p style="text-align: center;">Traditional</p>	<p style="text-align: center;"><u>YELLOW PHASE</u></p> <p style="text-align: center;">Hybrid (Every other day)</p>	<p style="text-align: center;"><u>RED PHASE</u></p> <p style="text-align: center;">Distance Learning</p>
<ul style="list-style-type: none"> • Use of traditional means of assessment and reporting based on grade spans • Use of LMS • Use of traditional FTF instruction • Use of technology where appropriate (iPads and apps) • Recorded lessons will be available for students who are sick or families who choose not to send their children to school • Special Education/IEP goal progress monitoring will continue after a baseline assessment within the first two weeks of school. After six weeks, data will be reviewed to identify recoupment issues and determine possible compensatory services. 	<ul style="list-style-type: none"> • Use of traditional means of assessment and reporting based on grade spans • Use of LMS • FTF – direct instruction with assignment to be completed virtually the following day; teacher provides feedback during FTF and prepares student for completing task. Teacher hands out assignment to any students unable to access Internet at home. • Use of technology where appropriate (iPads and apps) • Recorded lessons will be available for students who are sick or families who choose not to send their children to school • Special Education/IEP goal progress monitoring will continue after a baseline assessment within the first two weeks of school. After 	<ul style="list-style-type: none"> • Use of traditional means of assessment and reporting based on grade spans • Teachers in same grade and content area/course collaborate on lesson planning, delivery and assessment • Synchronous lessons everyday with students who are available to attend. Synchronous lesson presentations follow the teacher’s FTF schedule. Lessons recorded for students who could not attend live. If lesson is not recorded, an equally robust and engaging lesson must be uploaded for asynchronous students. • Use of LMS • Special Education/IEP goal progress monitoring will continue virtually after a baseline assessment within the first two weeks of school. After six weeks, data

	six weeks, data will be reviewed to identify recoupment issues and determine possible compensatory services.	will be reviewed to identify recoupment issues and determine possible compensatory services.
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Communication

<u>GREEN PHASE</u> Traditional	<u>YELLOW PHASE</u> Hybrid (Every other day)	<u>RED PHASE</u> Distance Learning
<ul style="list-style-type: none"> • Daily with students through FTF contact • Use of LMS, email, phone, text, robo- call 	<ul style="list-style-type: none"> • FTF contact with students every-other-day • Use of LMS, email, phone, text, robo- call 	<ul style="list-style-type: none"> • Names of students/families unable to be contacted will be shared with administration • Use of LMS, email, phone, text, robo-call, or other communication platform that provides evidence of contact. Weekly contact must be made with students/parents.

Social/Emotional Response Plan

<u>GREEN PHASE</u> Traditional	<u>YELLOW PHASE</u> Hybrid (Every other day)	<u>RED PHASE</u> Distance Learning

<ul style="list-style-type: none"> • Student support personnel contact with students through FTF contact when appropriate • Use of LMS, email, phone, text, robo- call 	<ul style="list-style-type: none"> • Student support personnel contact with students through FTF contact when appropriate • Use of LMS, email, phone, text, robo-call 	<ul style="list-style-type: none"> • Student support personnel contact with students through via LMS, email, phone when appropriate. • Teacher use of LMS, email, phone, text, robo- call, or other communication platform that provides evidence of contact. If there is a one-week lapse of contact with a student, then some form of parent contact must be attempted. • Names of students/families unable to be contacted will be shared with guidance/administrator • Counselor and social worker contact remotely • Services provided remotely to the greatest extent possible • List of continued community supports available upon request • Outside services work with families remotely • Family/student concerns should still be brought to the attention of the District • Safe2Say still active
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Technical Supports

<p><u>GREEN PHASE</u> Traditional</p>	<p><u>YELLOW PHASE</u> Hybrid (Every other day)</p>	<p><u>RED PHASE</u> Distance Learning</p>
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<ul style="list-style-type: none"> • Teacher addresses technology issues • Help Desk Ticket created • Request an appointment with Technology for support 	<ul style="list-style-type: none"> • FTF- Teacher addresses technology issues • Help Desk Ticket created • Request an appointment with Technology for support. (in school and @ home) 	<ul style="list-style-type: none"> • FAQ/Troubleshoot page • Request an appointment via phone/e-mail with technology for support • Technology Dept.
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WASD 6-12 Academic Plan

Instructional/Assessment Protocols

<u>GREEN PHASE</u> Traditional	<u>YELLOW PHASE</u> Hybrid (Every other day)	<u>RED PHASE</u> Distance Learning
<ul style="list-style-type: none"> • Numerical grades for all students • Use of LMS in conjunction with FTF instruction in the classroom • Special Education/IEP goal progress monitoring will continue after a baseline assessment within the first two weeks of school. After six weeks, data will be reviewed to identify recoupment issues and determine possible compensatory services. 	<ul style="list-style-type: none"> • Numerical grades for all students • FTF – direct instruction with assignment to be completed virtually the following day; teacher provides feedback during FTF and prepares student for completing task, which should be question(s) pertaining to the FTF instruction where students can investigate, explore, defend, and/or research their answers. Pertinent documents are uploaded to LMS while students are in school and then can be accessed offline at home. • Use of LMS • Special Education/IEP goal progress monitoring will continue after a baseline 	<ul style="list-style-type: none"> • Numerical grades for all students (photocopies available for students unable to access Internet) • Teachers in same grade and content area collaborate on lesson planning, delivery and assessment • Use of LMS • Teachers will upload assignments that are rich, meaningful, thought provoking, and challenging where students are able to practice and enhance necessary skills that focus not only on content area but also on critical thinking. “If a student can Google the answer, then it is not a good question”. • Synchronous lessons everyday with students who

	<p>assessment within the first two weeks of school. After six weeks, data will be reviewed to identify recoupment issues and determine possible compensatory services.</p>	<p>are available to attend. Synchronous lesson presentations follow the teacher's FTF schedule. Lessons recorded for viewing for students who cannot attend live. Teachers available to students for their FTF schedule. If lesson is not recorded, an equally robust and engaging lesson must be uploaded for asynchronous students.</p> <ul style="list-style-type: none"> • Special Education/IEP goal progress monitoring will continue virtually after a baseline assessment within the first two weeks of school. After six weeks, data will be reviewed to identify recoupment issues and determine possible compensatory services.
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Communication

<u>GREEN PHASE</u> Traditional	<u>YELLOW PHASE</u> Hybrid (Every other day)	<u>RED PHASE</u> Distance Learning
<ul style="list-style-type: none"> • Daily use of LMS in conjunction with FTF interaction in the classroom 	<ul style="list-style-type: none"> • Use of LMS in conjunction with FTF contact with students every-other-day • Students working from home can be reached via email, phone call or LMS 	<ul style="list-style-type: none"> • Names of students/families unable to be contacted will be shared with administration • Use of LMS, email, phone, text, robo- call, or other communication platform

		that provides evidence of contact. Weekly contact must be made with students/parents.
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Social/Emotional Response Plan

<u>GREEN PHASE</u> Traditional	<u>YELLOW PHASE</u> Hybrid (Every other day)	<u>RED PHASE</u> Distance Learning
<ul style="list-style-type: none"> Proceed as normal with SAP meetings/contact, child study, counselor lessons and check-ins, outside services, S2SS, etc. 	<ul style="list-style-type: none"> Proceed as normal with SAP meetings/contact, child study, counselor lessons and check-ins, outside services, S2SS, etc. during students' time in building Students remaining home full-time will default to Red Phase plan 	<ul style="list-style-type: none"> Teacher use of LMS, email, phone, text, robo- call, or other communication platform that provides evidence of contact. If there is a one-week lapse of contact with a student, then some form of parent contact must be attempted. Names of students/families unable to be contacted will be shared with guidance/administrator Counselor and social worker contact remotely Services provided remotely to the greatest extent possible List of continued community supports available upon request Outside services work with families remotely Family/student concerns should still be brought to the attention of the District

		<ul style="list-style-type: none"> • Safe2Say still active
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Technical Supports

<u>GREEN PHASE</u> Traditional	<u>YELLOW PHASE</u> Hybrid (Every other day)	<u>RED PHASE</u> Distance Learning
<ul style="list-style-type: none"> • Teacher addresses technology issues • Help Desk Ticket created • Request an appointment with Technology for support • Bank of loaner devices to swap out for extended tech issues 	<ul style="list-style-type: none"> • FTF- Teacher addresses technology issues • Help Desk Ticket created • Request an appointment with Technology for support. (in school and @ home) • Bank of loaner devices to swap out for extended tech issues 	<ul style="list-style-type: none"> • FAQ/Troubleshoot page (Posted on website?) • Office hours for tech support • Request an appointment via phone/e-mail with technology for support • Bank of loaner devices to swap out for extended tech issues