



2022-2025 Instructional Technology Plan Summary

Vision Statement

The faculty and staff of the Oneonta City School District will model and teach authentic and purposeful uses of our technology-rich instructional resources in order to prepare students that are fluent in a wide range of digital tools enabling them to communicate, collaborate, create, and think critically in a socially responsible and ethical way as they move on to college or career.

Goals

- 1. We will establish and implement a digital citizenship culture and curriculum to enable all students and staff to participate in the digital world in a socially responsible and ethical way***
- 2. We will provide professional development to move our teachers towards the transformational use of instructional technology to prepare students that demonstrate a depth of proficiency with a wide range of digital tools (e.g. student has sufficient knowledge to select the appropriate digital tool to solve a given problem)***
- 3. We will establish online standards-based curricula to allow all (K-12) learners access to instructional material anytime, anywhere***

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

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

Bonnie Nobiling

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

Director of Technology

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.

2022-2025 Instructional Technology Plan - 2021**II. Strategic Technology Planning**

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1. What is the overall district mission?

Our mission is to empower students with the knowledge, skills, and values to become productive participants in a changing world. A caring staff will encourage students to accept personal responsibility, undertake civic participation, prepare for future careers, and develop a life-long love of learning.

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

The faculty and staff of the Oneonta City School District will model and teach authentic and purposeful uses of our technology-rich instructional resources in order to prepare students that are fluent in a wide range of digital tools enabling them to communicate, collaborate, create, and think critically in a socially responsible and ethical way as they move on to college or career.

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.

The District formed an Instructional Technology Plan Steering Committee consisting of Board Members (2), Parents (3), Special Education teachers (2), General Education teachers (3), Library Media Specialists (4), Administrators (6) and IT Services members (2).

This group met a total of four times between December 20, 2021 and May 1, 2022. Each meeting addressed a separate section of the plan, allowing for sufficient break-out time to discuss options and provide feedback.

Meeting 1: 12/20/21: Vision Statement brainstorming and development

Meeting 2: 1/10/22: Discussion and brainstorming regarding Professional Development plan

Meeting 3: 2/28/22: Workshop to determine Goal Attainment and to develop new goals

Meeting 4: 4/28/22: Discussion and feedback regarding new goals and their implementation

In order to obtain student input, we held four separate student focus group sessions, consisting of students in grades 6 through 12. Each of these focus groups centered on the below three questions:

1. What do you like about the technology you use for school (e.g. your Chromebook, Google Docs, Google Slides, Schoology, GimKit, IXL, FlipGrid, etc.)? Why?
2. What do you NOT like about the technology you use for school? Why?
3. What technology (apps, software, devices) do you wish were being used in school? Why?

These focus group provided important insights into the gap between our perceived progress regarding instructional technology and the students' realized experience regarding use of instructional technology.

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

Reflecting upon our previous three-year plan, we determined that we have two goals that need continued work and one goal that was completed. The goal we completed, which was also connected to our Smart Schools Investment Plan, was the full-implementation of a ubiquitous wireless network infrastructure. The other two goals relating to digital citizenship and instructional technology proficiency lost ground as a result of the COVID pandemic. Those two goals remain extremely important and are written into this new plan.

Through our meetings, we discovered an interesting irony, in that the district was making great strides towards meeting our previous Instructional Technology Plan goals until the COVID pandemic hit. Because we had made these strides, our instructional staff moved to remote and hybrid instruction in a fairly knowledgeable and effective manner. On the flip side, as we returned to in-person instruction, we have seen a pull-back from instructional technology use. We are concerned that this pull-back is to the detriment of our students and therefore these areas need additional work. We made two major changes in our Steering Committee makeup this round. We added student focus groups in order to gain meaningful feedback from our students. In our last round, we had a student on the committee, but noted how difficult it is for a single student to represent the entire student body and how challenging it is for a student to participate on a committee of adults. The student focus groups were especially useful in alerting us to the change in/reduction of instructional technology use as we returned to in-person instruction.

This round we also made a conscientious effort to include special education representation with regard to professional staff and to parents of students with IEPs. Having the special education representation present helped to broaden our goals and professional development plans to ensure they were both inclusive and accessible for all students.

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

Goal 1 (We will establish and implement a digital citizenship culture and curriculum), a goal we are continuing from our previous Plan, evolved directly from our experiences post-remote instruction. Upon returning to in-person instruction, our administrators have been addressing many disciplinary issues related to student use of social media and online activity, leading to inappropriate face-to-face interactions. We can now see that any progress we made in this area prior to 2019 has stalled. Accordingly, our employees need encouragement and resources to help address this issue. We feel a district-wide initiative, utilizing the appropriate content in the new Computer Science and Digital Fluency Standards, will be the optimal solution.

Goal 2 (We will provide professional development that moves our teachers towards the transformational use of instructional technology) evolved from our realization that our teachers did an excellent job turning to online instruction during COVID, however they did this mostly at the simplest level, using technology as a substitute for textbooks, without fully realizing the impact technology can have on instruction. This is evident in that rather than continuing with the COVID-related adoption of instructional tech, many teachers reverted back to pre-COVID analog instruction. The teachers that have continued with technology integration are generally those that know how to implement technology to modify or transform instruction. Our goal is to bring an increasing number of our teaching staff to that same level.

Goal 3 (We will put in place district-wide on-line (digital) standards-based curricula) specifically evolved out of our COVID experience. During COVID, we wisely moved to a single Learning Management System (LMS) K-12 for continuity for families, staff and students. At the same time, we added many new online instructional tools with minimal advanced vetting. The LMS we chose during COVID was not necessarily the ideal solution for K-3. Additionally, teachers that were not already in the habit of using the LMS prior to COVID, were the first to stop using it once we returned to in-school instruction. Furthermore, we are not effectively integrating all of the additional tools in which we invested during COVID. Over the next three years, we will make a conscientious effort to streamline and improve our online curricula such that all students and families can access their materials "any time, any where".

6. Is your district currently fully 1:1?

Yes

2022-2025 Instructional Technology Plan - 2021**II. Strategic Technology Planning**

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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.

During the winter of 2022, our staff completed an Instructional Goals Survey. This survey, which will be administered each winter, provides important information about our instructional staff's perception of where they are, versus where they want to be, with regards to the New York State (2011) Teaching Standards and to the use of and comfort with instructional technology. We will use this annual survey to assess the effectiveness of our plan by looking for teacher growth. We will also use the survey results to inform the next year's professional development plan..

Oneonta City School District has an overall goal to further enhance student academic, social and emotional outcomes by:

- Strategy A: increasing communication and collaboration across the district;
- Strategy B: providing ongoing professional development to staff for successful and sustainable implementation of new initiatives; and
- Strategy C: establishing equal and consistent educational programming across the district.

Our technology professional development plan is three-fold.

1. Revive our "Model Teachers" in-house workshop series

- This series proved to be very successful prior to the COVID pandemic. We plan to revive it with a specific focus on the goals in this instructional technology plan. The series involves 3-5 full-day course release workshops per year led by district tech coaches. Each year, 20-25 teachers request to participate in the program. During each workshop day, the participants are exposed to new tools, and have sufficient time to experiment, play and prepare for trying it out upon return to the classroom
- This series addresses all three of the above strategies in that:
 - teachers from across the district are communicating and collaborating each time they come together for a Model Teachers session
 - Teachers are receiving professional development that can build on skills learned in previous sessions and focus on district goals, and
 - As a result of teachers working together, we make gains towards the attainment of equal and consistent technology integrations being implemented.

2. Implement a collection of instructional "take what you need, share if you can" best-practice resources, which will address above strategies A and C. These resources will be shared out:

- During monthly faculty meetings
- As a part of weekly Curriculum and Instruction newsletters
- During grade-level and department meetings
- During curriculum writing sessions

3. Offer professional development specifically targeted towards instructional technology areas in which our staff identified needs, which will address above strategies B and C. These professional development opportunities will include:

- Our annual "Destination Oneonta Ed Tech" fall superintendent's conference day
- Release time to work with BOCES staff developers
- Summer "power up" workshops
- BOCES, regional and state-wide instructional technology conference/workshop offerings
- Consideration of adding a full-time Technology Integration Staff Development position

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.

2022-2025 Instructional Technology Plan - 2021III. Goal Attainment

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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.**
The district has met this goal:

Moderately
- 2. Digital Use – The District’s learners, teachers, and administrators are proficient in the use of technology for learning.**
The district has met this goal:

Moderately
- 3. Digital Capacity and Access – The District’s technology infrastructure supports learning and teaching in all of the District’s environments.**
The district has met this goal:

Fully
- 4. Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.**
The district has met this goal:

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.**
The district has met this goal:

Moderately

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IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

We will establish and implement a digital citizenship culture and curriculum in order to enable all students and staff to participate in the digital world in a socially responsible and ethical way.

2. 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

3. Target Student Population(s). Check all that apply.

- | | |
|--|--|
| <input checked="" type="checkbox"/> All students | <input type="checkbox"/> Economically disadvantaged students |
| <input type="checkbox"/> Early Learning (Pre-K -3) | <input type="checkbox"/> Students between the ages of 18-21 |
| <input type="checkbox"/> Elementary/intermediate | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input type="checkbox"/> Middle School | <input type="checkbox"/> Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence |
| <input type="checkbox"/> High School | <input type="checkbox"/> Students who do not have internet access at their place of residence |
| <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Students in foster care |
| <input type="checkbox"/> English Language Learners | <input type="checkbox"/> Students in juvenile justice system settings |
| <input type="checkbox"/> Students who are migratory or seasonal farmworkers, or children of such workers | <input type="checkbox"/> Vulnerable populations/vulnerable students |
| <input type="checkbox"/> Students experiencing homelessness and/or housing insecurity | <input type="checkbox"/> Other (please identify in Question 3a, below) |

4. Additional Target Population(s). Check all that apply.

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

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IV. Action Plan - Goal 1

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5. **How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.**

We will provide instructional staff with digital citizenship professional development and resources to both enhance their knowledge and enable digital citizenship instruction across all curriculum.

Some of the places we foresee professional development and/or culture-building taking place include:

- Annual cybersecurity self-paced instruction for all employees
- Use of Sophos PhishThreat online anti-phishing/anti-spam tool to train employees via email campaigns with accompanying online feedback and training
- Include digital citizenship content and exposure via faculty meetings, weekly newsletters, and district invitations to try, apply and share.
- Incorporate into faculty meetings, by principal modeling and providing opportunities to share best practices.
- Incorporate into school counseling discussions around our students' emotional well-being, which can be heavily influenced by the Internet and social media
- Include digital citizenship strand in our annual fall DO EdTech superintendent's conference day.
- Via ongoing capacity-building and initial implementation of the New York State Computer Science and Digital Fluency standards.
- During grade-level and department meetings
- During curriculum writing

We will know if we are making strides towards achieving this goal by:

- Increasing the number of employees successfully completing the online annual cybersecurity self-paced training
- Reduced number of staff being "caught" by district anti-phishing/anti-spam campaigns
- Teachers self-reporting increased comfort level with providing this instruction via the annual Instructional Goals Survey
- Increasing number of teachers addressing this area per the new Computer Science & Digital Fluency Standards as observed by Principals
- Increasing number of teachers sharing out their successes via faculty, grade-level and departmental meetings, as reported by Principals
- Reducing the quantity of student discipline issues related to inappropriate uses of technology, social media and the like, as collected in the student information system.
- Reducing the quantity of social emotional health issues related to Internet trolling and social media as reported by the school counselors and psychologists.

The Director of IT Services will join monthly Principal meetings to focus just on this topic. During this meeting, data from the online training systems (both the Cybersecurity self-paced module and the Sophos PhishThreat campaigns) will be shared and evaluated. Principals will share their data from teacher observations both in classroom and during meeting share-outs. The results of the Instructional Goals survey will be discussed. Discipline data from our student information system will be evaluated with specific focus on cyber-related behavior issues. The Director of Curriculum and Instruction will report out progress with regards to curriculum writing and the inclusion of the new Computer Science and Digital Fluency standards that specifically address digital citizenship.

The Directors of Special Education and Curriculum & Instruction meet monthly with the School Counseling team. These meetings will include digital citizenship as a regular agenda item. By adding this to the agenda, our school counselors will gain a better understanding of the issues and can reinforce positive digital citizenship behaviors when working with students. As staff and students become better digital citizens, we would hope to see an improvement in the student's emotional well-being, via updates from school counselors and psychologists.

6. **List the action steps that correspond to Goal #1 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Evaluation	Audit existing curriculum and instructional practices and identify needs	Curriculum and Instruction Leader	Director of Technology	06/30/2023	0

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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 2	Planning	District Leaders will determine where we have gaps in teacher knowledge, so that focused training can be planned for the year	Curriculum and Instruction Leader	Director of Technology	08/31/2023	0
Action Step 3	Professional Development	Provide all teachers with access to Computer Science and Digital Fluency materials so they can begin reviewing. Offer PD sessions to review and discuss.	Curriculum and Instruction Leader	Director of Technology	06/21/2024	0
Action Step 4	Implementation	Teachers will weave digit citizenship instruction into their existing content, as determined during curriculum writing, faculty, grade-level and department meetings, in order to achieve district-wide consistent instruction and messaging.	Classroom Teacher	Directors of IT and of Curriculum and Instruction	06/28/2025	0

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #1 from your answer to Question 1, above.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Cybersecurity	Annual Cybersecurity Compliance training will include a very doable single segment (currently expected to complete 3 segments). Employees will have a full school year to	Other (please identify in Column 5)	All Employees	05/26/2023	0

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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		complete (vs. just one semester).				
Action Step 6	Cybersecurity	Quarterly Phish Threat email campaigns	Director of Technology	(No Response)	06/30/2023	2,000
Action Step 7	Implementation	Put in place a Digital Citizenship and/or Computer Science and Digital Fluency strand when organizing the annual DO EdTech fall conference day	Curriculum and Instruction Leader	Director of Technology	10/11/2024	0
Action Step 8	Evaluation	Ensure this topic is an agenda item on at least 4 Principal Meetings per year in order to conduct continuous evaluation of our progress	Curriculum and Instruction Leader	Director of Technology	06/20/2025	0

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

We will provide professional development that moves our teachers towards the transformational use of instructional technology to prepare students that demonstrate a depth of proficiency with a wide range of digital tools

2. 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

3. Target Student Population(s). Check all that apply.

- | | |
|--|--|
| <input checked="" type="checkbox"/> All students | <input type="checkbox"/> Economically disadvantaged students |
| <input type="checkbox"/> Early Learning (Pre-K -3) | <input type="checkbox"/> Students between the ages of 18-21 |
| <input type="checkbox"/> Elementary/intermediate | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input type="checkbox"/> Middle School | <input type="checkbox"/> Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence |
| <input type="checkbox"/> High School | <input type="checkbox"/> Students who do not have internet access at their place of residence |
| <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Students in foster care |
| <input type="checkbox"/> English Language Learners | <input type="checkbox"/> Students in juvenile justice system settings |
| <input type="checkbox"/> Students who are migratory or seasonal farmworkers, or children of such workers | <input type="checkbox"/> Vulnerable populations/vulnerable students |
| <input type="checkbox"/> Students experiencing homelessness and/or housing insecurity | <input type="checkbox"/> Other (please identify in Question 3a, below) |

4. Additional Target Population(s). Check all that apply.

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

5. How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.

We are going to conduct an annual Instructional Goals survey in which teachers self-report their knowledge and use of instructional technology. We will use benchmarks from the Computer Science and Digital Fluency standards as well as benchmarks from the ISTE Standards for Educators to determine achievement of this goal.

We will look for increasing participation in instructional technology professional development opportunities, via teacher course approval paperwork, Curriculum Office workshop statistics and workshop/conference day feedback surveys. This data will be used to celebrate increased participation and create an environment in which our teachers both value and appreciate the breadth of learning opportunities afforded them.

Teacher requests for new instructional technology tools (software and hardware) must include details regarding that new tool's placement on a district-selected instructional technology framework (such as SAMR, Triple E, TIM or TPACK). Requests without this information or that do not show progress on the framework will not be approved. Requests that satisfy the rubric will be approved and showcased during faculty meetings, conference day workshops and the like.

We are going to survey students in grades 5, 8 and 12 on an annual basis so that we can gather data on their perceived depth of technology understanding. We will evaluate the data from this survey in a longitudinal fashion, looking for growth from 5th to 8th grade and again from 8th to 12th grade. We will use grade-level benchmarks from the Computer Science and Digital Fluency standards as well as the ISTE Standards for Students. Teachers will be provided with the results of these surveys to inform their instruction for the following year. Steady growth on these surveys will indicate achievement of this goal.

6. List the action steps that correspond to Goal #2 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two,

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Evaluation	Evaluate the known instructional technology integration frameworks (TIM, SAMR, TPACK, Triple E) and adopt one for our use.	Director of Technology	Library Media Specialists	08/31/2022	0
Action Step 2	Professional Development	Train teachers on the selected framework regarding its use and value	Director of Technology	Library Media Specialists and Curriculum office staff	12/30/2022	0
Action Step 3	Implementation	Teachers will submit completed framework rubric with each new instructional technology request	Classroom Teacher	None	06/30/2023	0
Action Step 4	Professional Development	Create annual cohort of model teachers who attend 4 full-day workshops throughout the year to learn/share new tech	Library Media Specialist	Curriculum Office Staff and Director of IT Services	06/27/2025	30,000

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #2 from your answer to Question 1, above.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Professional Development	Make concerted effort to provide teachers with access to local, regional and virtual instructional technology professional development	Curriculum and Instruction Leader	Director of IT Services and Library Media Specialists	06/27/2025	30000
Action Step 6	Evaluation	Develop a survey instrument for use in	Director of Technology	Library Media Specialists and	03/31/2023	0

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		gathering tech proficiency information from students in grades 5, 8 and 12.		Curriculum Office staff		
Action Step 7	Professional Development	Provide workshops for building leaders to better understand instructional technology integration such that they can both model it and provide teacher feedback during classroom observations	Building Principal	Curriculum Office staff	06/30/2023	0
Action Step 8	Evaluation	Administer the annual Instructional Goals teacher survey and the annual Instructional Proficiency student survey	Curriculum and Instruction Leader	Director of IT Services	05/30/2025	0

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IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

We will put in place a digital standards-based K through 12 curricula to allow all learners and their learning support community (family, tutors, service providers) access to instructional material anytime, anywhere on any device.

2. Select the NYSED goal that best aligns with this district goal.

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

3. Target Student Population(s). Check all that apply.

- | | |
|--|--|
| <input checked="" type="checkbox"/> All students | <input type="checkbox"/> Economically disadvantaged students |
| <input type="checkbox"/> Early Learning (Pre-K -3) | <input type="checkbox"/> Students between the ages of 18-21 |
| <input type="checkbox"/> Elementary/intermediate | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input type="checkbox"/> Middle School | <input type="checkbox"/> Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence |
| <input type="checkbox"/> High School | <input type="checkbox"/> Students who do not have internet access at their place of residence |
| <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Students in foster care |
| <input type="checkbox"/> English Language Learners | <input type="checkbox"/> Students in juvenile justice system settings |
| <input type="checkbox"/> Students who are migratory or seasonal farmworkers, or children of such workers | <input type="checkbox"/> Vulnerable populations/vulnerable students |
| <input type="checkbox"/> Students experiencing homelessness and/or housing insecurity | <input type="checkbox"/> Other (please identify in Question 3a, below) |

4. Additional Target Population(s). Check all that apply.

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

5. How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.

We will use the annual Instructional Goals survey to solicit teacher and service provider feedback with regards to their provision of and access to digital content for their students.

We will use the annual Grade 5, Grade 8 and Grade 12 survey to solicit student feedback with regards to their ability to obtain instructional content "any time, any where". This survey data will be provided to teachers so that they may improve the access to their classroom content.

We will use the annual NYSED Digital Resources survey to collect parent feedback with regards to their ability to access their student's instructional materials "any time, any where". This survey data will be provided to building leaders and teachers so that they can improve parent access to instructional materials.

The results of all surveys will be reported back to district and building leaders to measure progress and to actively support improvement.

District and building leaders will look for and celebrate increased teacher use of digital content during classroom observations.

The Curriculum Office will provide feedback to district and building leaders regarding student access to materials during student tutoring.

The Special Education office will provide feedback to district and building leaders regarding students with disabilities and their service providers access to instructional content on any device, any time, anywhere.

The rubric used for adopting new textbook series will include a requirement that it include quality online materials that both supplement and enhance printed content.

The rubric used for adopting new instructional technologies will include a requirement that it integrate into the district's online learning presence (e.g. learning management system, web portal, etc).

We will know this goal has been accomplished when all district stakeholders report satisfaction that our instructional materials are easily and appropriately accessible to all learners and their instructional support community members.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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6. List the action steps that correspond to Goal #3 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Evaluation	Evaluate our current digital content across all grade levels and determine what is meeting our learner's needs and what is not, including input from the NYSED Digital Resources data collection	Curriculum and Instruction Leader	Teachers and Service Providers	12/30/2022	0
Action Step 2	Research	If our current digital learning management platforms are lacking, research alternatives	Curriculum and Instruction Leader	Director of IT Services, Classroom teachers, Library Media Specialists, Service Providers	06/02/2023	0
Action Step 3	Implementation	Implement new learning management platform(s)	Director of Technology	Curriculum Office and teacher	12/15/2023	30000
Action Step 4	Professional Development	Provide teacher training for use of any newly implemented learning management platform	Curriculum and Instruction Leader	Library Media Specialists, Teachers	06/30/2023	0

7. This question is optional. If more action steps are needed, continue to list the action steps that correspond to Goal #3 from your answer to Question 1, above.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Other (please identify in Column 3, Description)	Provide self-paced and in-person parent training on use of our online learning platforms	Library Media Specialist	Director of IT Services, Building Leaders	06/14/2024	0
Action Step 6	Evaluation	Evaluate data from teacher Instructional	Curriculum and	Library Media Specialists, Teachers	06/20/2025	0

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IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		Goals survey and from Grade 5, 8 and 12 student surveys to determine if we are making progress	Instruction Leader			
Action Step 7	Implementation	Implement updated instructional technology request rubric which requires benchmark for	Curriculum and Instruction Leader	Teachers	12/16/2022	0
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

8. Would you like to list a fourth goal?

No

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.

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V. NYSED Initiatives Alignment

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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.

Both as part of our previous Instructional Technology Plan and as part of our Smart Schools Investment Plan, we shored up our network infrastructure and doubled our wireless capacity. We also invested in a true one to one program in which every single student, from Kindergarten through grade 12 has a mobile device assigned to them. Having this solid infrastructure in place allows every teacher to integrate technology into their instruction without the previous model of using technology only in a computer lab classroom.

We are confident that technology is used by 100% of our teachers to facilitate their practice. We are also confident that 100% of our teachers require students to use technology to some degree to demonstrate understanding of skills and concepts. As outlined in this current Plan, we believe we can expect to see more transformative uses of technology. When technology transforms instruction, our students are required to be more analytical, solve complex problems and make deeper connections.

Now that our teachers can essentially take the classroom technology for granted, they will be able to consider new (to them) ways in which the instructional technology can modify and transform their lessons. They can also select and rely on digital supplementary materials, enabling their students to benefit from access beyond the traditional school day hours or outside of the classroom (when sick or suspended, for example).

Having a mobile device available for every student also allows students to begin making their own decisions about the mode of instruction that best suits their needs, and the technology tools that best allow them to demonstrate what they know. For example, when provided with a digital reading assignment, the students have multiple options to complete that assignment. They can print out the assignment if desired. They can have the assignment read to them by a screen reader. They can highlight the printed material or they can use digital highlighters on the digital copy. This is just one example of how our current instructional technology can lead to true personalized learning and improved differentiation.

2. 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.

We continue to use our Smart Schools Investment Plan funds to keep our network infrastructure current and ensure we have no wifi dead spots throughout our district instructional spaces.

We received three hundred mobile hotspots at no cost from the TMobile Project 10 Million grant. We are able to provide a device to any of our families that place a request. This allows our “anywhere, anytime” model to all students, regardless of economic status. No longer do we need to teach a certain population of students how to use the ChromeOS offline mode and no longer do we need to provide after school learning space just to complete online assignments.

We continue to strive for consistent and efficient learning platforms. Through the COVID pandemic we used Schoology as the learning management system for all students, and taught our teachers how to integrate online supplemental resources (such as IXL ELA, IXL Math, Reflex Math, Gizmos Science, etc) into that system. Over the next three years we plan to take a new look at our digital resources without the pressure of the pandemic forcing quick decisions. We will solicit representative input from across all grades and all stakeholders to determine which learning platforms best meet the needs of our instructional staff, our learners and their support community. We anticipate this process will result in a widespread adoption and implementation of the selected tool(s).

We partner and collaborate with NYSCATE, our two local colleges and our ONC BOCES region to host an annual regional instructional technology conference on the October superintendent conference day. This partnership and collaboration allows our teachers to network with their peers beyond district borders, hear quality keynote speakers and peer presenters and speak with instructional technology vendors. And they can benefit from the experience without having to make sub plans, monitor or report travel expenses or spend hours driving to a different location. Our teachers (and the teachers from partner districts) will gain valuable skills and knowledge on this conference day that will facilitate our efforts towards achieving anywhere, anytime equitable instruction. This collaboration has been in place for 4 years and we have plans to continue it. Long-term, we will include strands to specifically address our Instructional Technology Plan goals.

From a personnel perspective, we will be investigating the need for adding a full-time Instructional Technology Integration Specialist. We did have a teacher-on-special-assignment performing these duties several years ago. The position was eliminated due to resignations and other staffing changes. As we work towards the three goals in this plan, we will conduct an analysis of the professional development opportunities we can offer our teachers. We may find that we are not able to achieve our goals unless such a position is re-created.

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- 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.**

All students with disabilities are issued a mobile device (either Chromebook or iPad) appropriate for their needs. Self-contained classrooms and resource rooms have spare devices for use, allowing a student with a Chromebook, to use an iPad for certain purposes.

Some of the ways these mobile devices are used to support students include:

- Students who struggle to write by hand sometimes find it easier to type responses/essays on their Chromebook using Google Docs. This is an effective means for the student to communicate their knowledge and understanding of a subject.
- Students who struggle to write responses longer than one sentence benefit from using the speech to text tool in the TextHelp Read & Write app on the Chromebook. This tool is enabling students the opportunity to maximize spoken language success into a written final product
- The app Kami has highlighting features that will read text aloud to students. Kami also allows students to type on the same documents which other students may be writing on in class.
- The LMS (Schoology) allows the instructor to reinforce, pace, and target classroom learning (replaying a video from classroom instruction, for example).
- The mobile devices allow the teacher to not only assign review lessons specifically to target a student's needs, but they also allow for students to be able to access content in a mainstream classroom. For example, students who do not read at grade level have a very difficult time working independently completing research projects. Using online resources such as Pebble Go, together with assistive technology such as text-to-speech allows students the opportunity for independent work.
- Content apps such as Reflex Math and iReady My Path, provide visuals for students to aid in vocabulary development
- Boom Cards have been used as both practice and an assessment tool
- The occupational therapy app SnapType helps students type
- iPads are used for kinesthetic practice of writing and drawing
- A mouse is used with students who have difficulty managing the Chromebook touchpad
- Students can independently watch videos from various resources to learn skills in a visual format
- Students use "Articulation Station" on the iPad to target their specific speech sounds.
- "Go Talk" app is used on the iPad to assist or augment communication in therapy sessions and within the classroom.
- "LAMP" is also an app that is used for communication purposes.
- Having multiple iPads in the therapy room allows for each child to target their own needs/goals.
- Learning games on the iPad are used as a positive reinforcer for students that have a behavior plan.

- 4. How does the district utilize technology to address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- 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.
- Other (please identify in Question 4a, below)

- 4a. If 'Other' was selected in Question 4 above, please explain here.**

Audio books are used to allow students to listen to, rather than read, novels or other assigned readings.
Calming apps are used as needed.
Instructional games as rewards for students that have earned an instructional break

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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.**

- | | |
|--|--|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Using technology as a way for students with disabilities to demonstrate their knowledge and skills |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input type="checkbox"/> Research, writing and technology in a digital world | <input type="checkbox"/> Electronic communication and collaboration |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology | <input type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input checked="" type="checkbox"/> Reading strategies through technology for students with disabilities | <input type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input type="checkbox"/> Helping students with disabilities to connect with the world |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the special education classroom | <input type="checkbox"/> Other (please identify in Question 5a, below) |

6. **How does the district utilize technology to address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- 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.
- Hardware that supports ELL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.
- 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.
- Other (Please identify in Question 6a, below)

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

- 7a. **If Yes, check one below:**

In the 5 languages most commonly spoken in the district

- 7b. **If 'Other' was selected in 7a, above, please explain here.**

(No Response)

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- 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. Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- | | |
|---|--|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom | <input type="checkbox"/> Electronic communication and collaboration |
| <input type="checkbox"/> Research, writing and technology in a digital world | <input type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input type="checkbox"/> Writing and technology workshop for teachers | <input type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology | <input type="checkbox"/> Web authoring tools |
| <input type="checkbox"/> Writer's workshop in the Bilingual classroom | <input type="checkbox"/> Helping students connect with the world |
| <input checked="" type="checkbox"/> Reading strategies for English Language Learners | <input checked="" type="checkbox"/> The interactive whiteboard and language learning |
| <input type="checkbox"/> Moving from learning letters to learning to read | <input type="checkbox"/> Use camera for documentation |
| <input type="checkbox"/> The power of technology to support language acquisition | <input type="checkbox"/> Other (please identify in Question 8a, below) |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the language classroom | |

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9. 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? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website. <input type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone. <input type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment. <input checked="" type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity <input checked="" type="checkbox"/> 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. <input type="checkbox"/> Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions. <input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods. <input checked="" type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district. <input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed. <input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for <input type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD./ or private online video channel)/. <input checked="" type="checkbox"/> 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. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./ <input type="checkbox"/> Provide online mentoring programs. <input type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues. <input type="checkbox"/> Offer a technology/support hotline during flexible hours. <input type="checkbox"/> Make sure technology/support is offered in multiple languages. <input type="checkbox"/> Other (Please identify in Question 9a, below) |
|--|---|---|

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10. How does the district use instructional technology to facilitate culturally responsive instruction and learning environments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

- 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.
- Other (please identify in Question 10a, below)

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.

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VI. Administrative Management Plan

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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.

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	0.00
Technical Support	5.00
Totals:	6.00

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.

Provide a three-year investment plan to support the vision in Section II and goals in Section IV.

A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question.

All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	Instructional and Administrative Software	NA	30,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input checked="" type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	0
2	Staffing	NA	180,000	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	0

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	N/A	NA	0	N/A	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input checked="" type="checkbox"/> N/A	0
4	N/A	NA	0	N/A	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	0

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input checked="" type="checkbox"/> N/A	
Totals:			210,000			

3. **Has the school district provided for the loan of instructional computer hardware to students legally attending nonpublic schools pursuant to Education Law, section 754?**

Not Applicable

4. **Districts are required to post either the responses to this survey or a more comprehensive technology plan that includes all of the elements in this survey. Please provide the URL here. The URL must link to a public website where the survey or plan can be easily accessed by the community.**

<https://www.oneontacsd.org/TechnologyPlan.aspx>

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.

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VII. Sharing Innovative Educational Technology Programs

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1. Please choose one or more topics that reflect an innovative/educational technology program that has been implemented for at least two years at a building or district level. Use 'Other' to share a topic that is not on the list.

<input type="checkbox"/> 1:1 Device Program	<input type="checkbox"/> Engaging School Community through Technology	<input type="checkbox"/> Policy, Planning, and Leadership
<input type="checkbox"/> Active Learning Spaces/Makerspaces	<input type="checkbox"/> English Language Learner	<input checked="" type="checkbox"/> Professional Development / Professional Learning
<input type="checkbox"/> Blended and/or Flipped Classrooms	<input type="checkbox"/> Instruction and Learning with Technology	<input type="checkbox"/> Special Education Instruction and Learning with Technology
<input type="checkbox"/> Culturally Responsive Instruction with Technology	<input type="checkbox"/> Infrastructure	<input type="checkbox"/> Technology Support
<input type="checkbox"/> Data Privacy and Security	<input type="checkbox"/> OER and Digital Content	<input type="checkbox"/> Other Topic A
<input type="checkbox"/> Digital Equity Initiatives	<input type="checkbox"/> Online Learning	<input type="checkbox"/> Other Topic B
<input type="checkbox"/> Digital Fluency Standards	<input type="checkbox"/> Personalized Learning	<input type="checkbox"/> Other Topic C

2. Provide the name, title, and e-mail of the person to be contacted in order to obtain more information about the innovative program(s) at your district.

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Bonnie Nobiling	Director of IT Services	bnobiling@oneontacsd.org	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning <input type="checkbox"/> Policy, Planning, and Leadership <input checked="" type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

3. If you want to list multiple contact points for the innovative programs above, please provide the names, titles, and e-mail addresses of the people to be contacted to obtain more information about the innovative program(s) at your district.

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	NA	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				<ul style="list-style-type: none"> Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<ul style="list-style-type: none"> <input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

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