

**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?**

Timothy Gaffney

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

Superintendent

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II. Strategic Technology Planning

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1. What is the overall district mission?

The mission of the Oriskany Central School District is to Educate, Engage, and Empower students to excel in an ever-changing world. We are committed to our tradition of personal attention, positive relationships, and an innovative climate for learning.

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

The District's curricular integration of instructional technology, utilizing a variety of instructional technology tools and applications, will foster and enhance both learning and knowledge acquisition for all students and staff within the District. The intent of this integration is to prepare all of our students to excel in an ever-changing world where technology information is quickly developing, evolving and being utilized at a rapid pace. The Oriskany Central School District will provide all staff and students with a multitude of technological tools, applications, professional trainings, instructions, and opportunities to increase their abilities to safely access, navigate, communicate (receive and disseminate information) and critically process and comprehend digital information. Additionally, the District's intent is to provide all of our students with the knowledge and preparations to be technologically competitive, collaborative and literate within a global society. Each of these initiatives will help facilitate the District's overall goal of successfully utilizing technology for student achievement.

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 school district utilized the District Technology Team made up of the Superintendent, School Business Administrator, building-level administrators, teachers, and technicians as the core group to plan and solicit feedback from other district staff, BOCES providers, students, and community members to complete the Instructional Technology Plan. Members of this team would meet several times for the specific purpose of reviewing the previous plan, drafting portions of the new plan, which were then taken back to team, leadership, and faculty meetings for input and feedback. We also attended NYSED Technology Plan User Groups, led by our Regional Information Center, (MORIC). The decisions made around this new plan are aligned with the district's Instructional Technology goals and the alignment to our Strategic Plan and vision.

Date

Purpose

Participants

Outcomes

Late Fall

Gather input from stakeholders regarding district technology vision and needs.

Superintendent, Business Administrator, Building Administrators, Teachers, Community Members

Provided staff with direction and focus for current and future needs of the district

Early Winter

Review implementation progress of current initiatives. Update Technology Surveys

Superintendent, Business Administrator, Building Administrators, Teachers, Students, Community Members

Modification of classrooms lessons, as needed. Continued collaboration in the perfecting of the Technology Surveys

Spring

Review Annual Technology Needs Assessment and Technology Surveys

Superintendent, Business Administrator, Building Administrators, Teachers, Students, Community Members, Parents

Identify problem areas and potential solutions to be implemented prior to next school year. Provide guidance for next steps in our long-term technology implementation process

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II. Strategic Technology Planning

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

The district's technology plan process was streamlined this year, as it was also aligned to the district-wide strategic planning process taking place. The planning committee identified areas that the school districts exceeded their intended vision as a result of the COVID-19 pandemic as well as identified ongoing areas to support teacher and student access needs related to "everywhere, all-the-time" learning. The district plans to build on the previous three-year goals and revise the action plan and timeline based on the district-wide strategic vision and plan. We continue to refine our approach to culturally and linguistically responsive instruction as well as timely professional development and coaching support for technology integration in onsite and virtual classrooms.

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

- As a result of the COVID-19 Pandemic, our district explored the possibility of allowing students of all grade levels to take devices home and to provide equitable internet access to individuals. The technology plan will reflect additional research in how we continue to support home access for students across all grade levels.
- Additionally, the technology plan reflects the instructional experiences of our students as they, and teachers, learned how to facilitate and engage in virtual instruction, access digital resources, participate with others in a virtual space, and potentially may shift how we approach student tutoring needs.

6. **Is your district currently fully 1:1?**

Yes

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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.

Oriskany CSD will provide staff with comprehensive Professional Development opportunities throughout the year. PD opportunities specific to integration of technology are offered through multiple means including workshops, after-school learning opportunities, department and faculty meetings, one-on-one tutorial sessions, and direct services provided by our RIC technology integration specialist.

**Topics**

**Participants**

**Delivery Method**

Google Certified Training (Level I and Level II)

Teachers

Training small groups of staff, who in turn turnkey train additional staff

Schooltool Training

Teachers, Administrators, Staff

User Groups, scheduled training sessions

Website Design and Development

Teachers, Administrators, Staff

Training sessions, 1:1 Meetings, Teacher Orientations

SchoolMessenger and Social Media communication

Teachers, Administrators, Staff

Faculty Meetings, Model Schools instruction

Interactive Displays/SMART Boards

Teachers, Administrators, Staff

Teacher Orientations, Scheduled Training Sessions, Superintendent Conference Days

Instructional Apps (enhancing and supporting student engagement all while providing best practices)

Teachers, Administrators, Staff

Summer PD Opportunities, MORIC PD Offerings, Faculty Meetings, Webinars, Professional Conferences

Exploration of Instructional Apps that address culturally responsive teaching and learning

Teachers, Administrators, Staff

Professional Conferences, Teacher Requests, MORIC PD Offerings, Online Research, Webinars

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III. 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:**  
Fully
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:**  
Significantly
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:**  
Fully
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:**  
Fully

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IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Maintain and expand on our strategic technology plan to support the seamless integration of technology into instructional best practices within the classroom that supports student learning, student engagement and student achievement.

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

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

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

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

The district will continuously evaluate instructional technology goals through district wide meetings and surveys, professional development evaluations, teacher observations, and student progress monitoring.

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	Budgeting	The district's budget will include funding to support planning, curriculum work, and professional	Business Official	N/A	06/01/2025	\$148,000

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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
		development to achieve instructional technology goals				
Action Step 2	Planning	Facilitate a strategic planning process with the Board of Education to update and maintain Board goals that supports the success of the instructional technology plan goals	Superintendent	N/A	01/01/2023	\$5,000
Action Step 3	Curriculum	Continue to review and update district curriculum and lesson plans to align with NYS Standards.	Classroom Teacher	N/A	09/01/2022	\$22,500
Action Step 4	Professional Development	Professional development will continued to be offered to all instructional staff on the integration of technology.	Building Principal	N/A	06/01/2023	25,000

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	Implementation	Implement and advance technology and applications for instruction.	Building Principal	N/A	06/01/2024	\$5,000
Action Step 6	Evaluation	Evaluate student growth and achievement with the utilization of technology applications.	Building Principal	N/A	06/01/2024	\$10,000
Action Step 7	N/A	N/A	N/A	N/A	(No Respo	N/A

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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
					nse)	
Action Step 8	N/A	N/A	N/A	N/A	(No Response)	N/A

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IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

Ensure and nurture a culturally-diverse learning environment that addresses the needs of all students by using individual plans to identify, measure, and assess achievement of ELL/MLL, special education, and other specialized student needs in order to improve teaching and learning.

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

Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning

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

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

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

- Checkboxes for additional target populations: 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.

The district will continuously evaluate our learning environment through district and community wide meetings and surveys, professional development evaluations, teacher observations, and student progress monitoring. Using current software, including our Special Education solution, will provide essential details to build from.

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,

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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	Curriculum	Digital resources will continue to be translated to multiple languages and levels to meet all student needs.	Library Media Specialist	N/A	06/01/2024	\$15,000
Action Step 2	Professional Development	Provide access to high quality instructional technology resources to address the diverse needs of all students.	Building Principal	N/A	06/01/2024	\$10,000
Action Step 3	Community Partnerships	Engage community partners to incorporate learning activities and culturally-diverse experiences for our students.	Superintendent	N/A	06/01/2025	\$0.00
Action Step 4	Staffing	Ensure that all staff including counselors and service providers are qualified to support social emotional and mental health needs of all students.	Superintendent	N/A	06/01/2025	\$275,000

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	N/A	(No Response)	N/A	(No Response)	(No Response)	(No Response)
Action Step 6	N/A	(No Response)	N/A	(No Response)	(No Response)	(No Response)
Action Step 7	N/A	(No Response)	N/A	(No Response)	(No Response)	(No Response)

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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
Action Step 8	N/A	(No Response)	N/A	(No Response)	(No Response)	(No Response)

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IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

Review the District's Professional Development Plan to ensure that it provides relevant, rigorous, timely and ongoing training to Oriskany educators and leaders to ensure proficiency in the integration of instructional technologies

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.

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

The district will continuously evaluate our learning environment through district and community wide meetings and surveys, professional development evaluations, teacher observations, and student progress monitoring. We will ensure that professional development opportunities are organized and provided to all staff, that align with the district plan.

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	Professional Development	Provide frequent, differentiated learning opportunities for all district staff to ensure	Superintendent	N/A	06/01/2025	\$45,000

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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
		proficiency.				
Action Step 2	Collaboration	The district Technology Team will determine technology focused professional development opportunities and evaluate progress with various stakeholders.	Superintendent	N/A	06/01/2025	0
Action Step 3	Implementation	The professional development calendar will be developed incorporating school breaks, after school, and summer months. Instructional staff can attend these opportunities by registering and accounting for their PD hours using district software.	Superintendent	N/A	06/01/2025	0
Action Step 4	Research	The district Technology Team will use educational research including the latest trends in teaching and learning to develop a comprehensive professional development plan.	Superintendent	N/A	09/01/2023	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	N/A	(No Response)	N/A	(No Response)	(No Response)	(No Response)
Action Step 6	N/A	(No Response)	N/A	(No Response)	(No Response)	(No Response)

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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
					Response)	
Action Step 7	N/A	(No Response)	N/A	(No Response)	(No Response)	(No Response)
Action Step 8	N/A	(No Response)	N/A	(No Response)	(No Response)	(No Response)

8. Would you like to list a fourth goal?

Yes

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IV. Action Plan - Goal 4

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1. Enter Goal 4 below:

Increase equitable access and equal opportunities for all students to have access to high-quality technology hardware, digital resources, software applications, information technology (internet access), and standards-based learning opportunities and experiences.

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.

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

The district will continuously evaluate our learning environment through district and community wide meetings and surveys, professional development evaluations, teacher observations, and student progress monitoring. Evaluations will include review of technology use by staff and students as it relates to student learning and achievement.

6. List the action steps that correspond to Goal #4 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	Budgeting	The district financial plan will align to the goals outlined in the strategic plan and appropriately	Business Official	N/A	06/01/2025	\$200,000

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IV. Action Plan - Goal 4

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		budgeted for instructional resources and staffing				
Action Step 2	Purchasing	Multiple digital and technology resources will continue to be made available to all students and staff.	Library Media Specialist	N/A	06/01/2025	0
Action Step 3	Policy/Protocols	Continue to evaluate policy and protocol around the district 1:1 usage including the device replacement cycle.	Superintendent	N/A	06/01/2025	0
Action Step 4	Communications	Ensure staff are well informed on the expectations of the strategic plan as it aligns with the utilization of high-quality digital resources for all students	Superintendent	N/A	06/01/2023	0

7. This question is optional. If more action steps are needed, continue to list the action steps that correspond to Goal #4 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	N/A	(No Response)	N/A	(No Response)	(No Response)	(No Response)
Action Step 6	N/A	(No Response)	N/A	(No Response)	(No Response)	(No Response)
Action Step 7	N/A	(No Response)	N/A	(No Response)	(No Response)	(No Response)
Action Step 8	N/A	(No Response)	N/A	(No Response)	(No Response)	(No Response)



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IV. Action Plan - Goal 4

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**8. Would you like to list a fifth goal?**

No

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## 2022-2025 Instructional Technology Plan - 2021

## 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.**

Our district has a plan for long-term replacement of devices to ensure students will continue to have access to instructional technology in the future. There is a fiscally responsible, cyclical plan in place strategically including targeted grade levels. It will be reviewed and revised based on utilization of technology and feedback from all stakeholders. The Technology Team will facilitate the implementation of technology in classrooms and the Technology Committee, facilitated by the Superintendent, will ensure the integration of technology into the curriculum to support the academics standards. Formative classroom assessment will be utilized by classroom teachers to monitor the effectiveness, as well as to inform instruction and interventions needed. Oversight will be provided by the administrative team to ensure the effectiveness of the curricular integration and the improvement of student achievement and growth over time.

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.**

The COVID-19 pandemic inspired our district to take steps towards digital equity that have allowed us to facilitate learning "everywhere, all the time". Our district provided chromebooks to all students and hotspots to those families and staff members in need. Staff members were provided with laptops or chromebooks, as well as microphones and webcams for providing instruction. We utilized Google Classroom, SeeSaw, and Nearpod to assist with lessons and used Zoom and Google Meet on a daily basis to connect with our students. We will continue to review evaluations of teaching, learning, and professional development to ensure our district is providing access to the district as a whole.

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.**

Students with disabilities are being served by insuring they have access to technology that supports their individualized needs and plans. This includes providing students with devices that support their communication needs and instruction which can be differentiated using the devices. An example of this would be a student that is non-verbal being able to utilize an application on a tablet to communicate during Speech class, during classroom instruction, and when in the community at a doctor's appointment. Another student's program is differentiated by providing access to technology on a device that remains in the classroom and an additional device is used at home for consistency. The student is able to have instruction differentiated with voice to text software to increase the ability to express thoughts in writing independently. Another student is able to utilize the visual schedule on a device for prompting throughout the school day AND at home. In our 1:1 device initiative, all students, including students in district programming, in our incarcerated youth program, and in out-of-district special programs have a 1:1 device. We are able to have students complete benchmark assessments on devices, collect data through a variety of assessment sites or applications, and adjust reading levels for students in a confidential format. Each student with a disability is able to have their instruction differentiated based on their unique needs. Instructional staff and non-instructional staff are trained in a variety of ways to implement this to best meet the evolving needs of students. We currently have a student working with a teaching assistant and our technician on sensory needs through technology; ie coloring apps, breaks with a device, video interactions, and apps with headphones. We continue to search for ways to learn more about what is available for our student.

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)

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V. NYSED Initiatives Alignment

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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.

- Technology to support writers in the elementary classroom
- Technology to support writers in the secondary classroom
- Research, writing and technology in a digital world
- Enhancing children's vocabulary development with technology
- Reading strategies through technology for students with disabilities
- Choosing assistive technology for instructional purposes in the special education classroom
- Using technology to differentiate instruction in the special education classroom
- Using technology as a way for students with disabilities to demonstrate their knowledge and skills
- Multiple ways of assessing student learning through technology
- Electronic communication and collaboration
- Promotion of model digital citizenship and responsibility
- Integrating technology and curriculum across core content areas
- Helping students with disabilities to connect with the world
- 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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## V. NYSED Initiatives Alignment

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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 checked="" type="checkbox"/> Electronic communication and collaboration                      |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital world                     | <input type="checkbox"/> Promotion of model digital citizenship and responsibility                  |
| <input checked="" type="checkbox"/> Writing and technology workshop for teachers                            | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology             | <input checked="" type="checkbox"/> Web authoring tools   |
| <input checked="" type="checkbox"/> Writer's workshop in the Bilingual classroom                            | <input checked="" 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 checked="" type="checkbox"/> Moving from learning letters to learning to read                        | <input checked="" type="checkbox"/> Use camera for documentation                                    |
| <input checked="" 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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## V. NYSED Initiatives Alignment

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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"> <li><input checked="" type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website.</li> <li><input type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.</li> <li><input type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment.</li> <li><input 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</li> <li><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.</li> <li><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.</li> <li><input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.</li> <li><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.</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district.</li> <li><input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed.</li> <li><input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.</li> <li><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.</li> <li><input 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.</li> <li><input checked="" type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for</li> <li><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)./</li> <li><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.</li> </ul> | <ul style="list-style-type: none"> <li><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.</li> <li><input checked="" type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./</li> <li><input type="checkbox"/> Provide online mentoring programs.</li> <li><input type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.</li> <li><input type="checkbox"/> Offer a technology/support hotline during flexible hours.</li> <li><input type="checkbox"/> Make sure technology/support is offered in multiple languages.</li> <li><input type="checkbox"/> Other (Please identify in Question 9a, below)</li> </ul> |
|---|--|---|

**2022-2025 Instructional Technology Plan - 2021**V. NYSED Initiatives Alignment

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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](mailto:edtech@nysed.gov).

2022-2025 Instructional Technology Plan - 2021

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	0.00
Instructional Support	0.40
Technical Support	0.80
<b>Totals:</b>	<b>1.20</b>

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	End User Computing Devices	X	100,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input checked="" type="checkbox"/> Instructional Materials Aid <input checked="" type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	Instructional and Administrative Software	X	10,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate	N/A

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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 checked="" type="checkbox"/> Grants <input checked="" type="checkbox"/> Instructional Materials Aid <input checked="" type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Professional Development	X	75,000	Annual	<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 checked="" 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	N/A
4	Peripheral Devices	X	5,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input checked="" type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources	N/A



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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"/> Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
<b>Totals:</b>			<b>190,000</b>			

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?

Yes

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.oriskanycsd.org/Page/1639>

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

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 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	Timothy Gaffney	Superintendent	tgaffney@oriskanycsd.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
				<input type="checkbox"/> Learning 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

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

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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"> <li>Learning with Technology</li> <li><input type="checkbox"/> Infrastructure</li> <li><input type="checkbox"/> OER and Digital Content</li> <li><input type="checkbox"/> Online Learning</li> <li><input type="checkbox"/> Personalized Learning</li> <li><input type="checkbox"/> Policy, Planning, and Leadership</li> <li><input type="checkbox"/> Professional Development / Professional Learning</li> <li><input type="checkbox"/> Special Education Instruction and Learning with Technology</li> <li><input type="checkbox"/> Technology Support</li> <li><input type="checkbox"/> Other Topic A</li> <li><input type="checkbox"/> Other Topic B</li> <li><input type="checkbox"/> Other Topic C</li> </ul>

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