

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 11/07/2021

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

Sarah Hornung

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?

The Orchard Park Central School District, in partnership with families and community, will prepare our students to:

- Achieve their fullest potential
- Develop critical thinking, creativity, and character
- Become healthy, lifelong learners
- Be responsible and contributing members of an ever-changing and global society

In addition, the District Comprehensive Improvement Plan identifies the following four priorities:

1. Priority 1: Establish a system to analyze subgroup specific Math & ELA data in order to provide research-based Tier 1-3 interventions to students.
2. Priority 2: Establish a district-wide plan to assess and support the academic gaps due to COVID-19 school closure.
3. Priority 3: Establish a systematic approach to Social Emotional Learning to ensure the social and emotional needs of students, staff and families are met.
4. Priority 4: Establish district-wide core beliefs related to Diversity, Equity and Inclusion (DEI)

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

In this Information Age it is understood that the Orchard Park School District commits to preparing its students to work in an ever-changing, information-centered, competitive global community. It is important that all students and staff become proficient in using technology to help students meet the Common Core Learning Standards and to gather information, communicate, solve problems and become lifelong learners. Educators must combine and integrate technology with new models of teaching, acknowledging each student's individual learning style. This vision complements the District Vision Statement:

We will give our students the vision to reach the stars the skills and fortitude to climb the ladder and the wisdom to appreciate the beauty of the journey.

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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.**

Planning Process Summary**District Technology Committee:**

Meeting Dates: 10/8/21, 11/4/21, 3/15/22

Purpose: District Technology Committee and Software Review Committee (sub committee)

Participants:

- Teachers, one representative per building
- Service Related Professionals (SRPs)
- Library Media Center representatives
- HS House 3 Principal
- Elementary Principal
- Assistant Superintendent of Curriculum and Instruction
- Assistant Superintendent for Business
- Director of Buildings and Grounds
- Director of Special Education
- Community Members
- Non Pub Administrators from St. John Vianney and Nativity
- Parent Rep from Windom

10/8/21 Outcome:

Committee updated on current Technology related initiatives and reviews committee updates from building technology committees including:

- SSBA update
- Interactive display research and planning to replace current Smart Boards and projectors
- Digital Citizenship Month
- Digital Equity Memo
- Laptop refresh at the MS
- Centralization of software purchasing
- Ed Law 2-d training requirement established
- Reviewed 2018-2021 Tech Plan, evaluated the status of previous goals. Considered how COVID-19 has impacted the progress in accomplishing the goals of the 2018-2021 Tech Plan.
- Surveyed District Tech Committee Members to ask for input and concerns regarding the following categories:
 - Hardware
 - Software
 - Curriculum
 - Data Privacy
 - Professional Development

11/3/21 Outcome:

- Worked in small groups to evaluate the current status of the goals and action items from the 2018-2021 Technology Plan. Discussed the initiatives and the impact of COVID-19 on the plan. Utilized a color system to indicate if a goal and action item was accomplished (green), in progress/partially completed (yellow) or not started/accomplished (red).
- Groups discussed the goals and action items that are incomplete or in progress and the continuation of these goals and action items in the 2022-2025 Technology Plan.

11/10/21 Meeting

Participants: Director of Technology and 2 Tech Coaches

Outcome:

- Reviewed the outcomes from the 11/3/21 District Technology Meeting and evaluated the recommendations of the committee. Summarized and inputted information in 2022-2025 District Technology Plan “working document”.

3/15/22 Meeting

In addition to the committee members listed above, this meeting also included teachers who visited neighboring school districts, as well as teachers

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who used the demonstration boards in their classrooms during the 2021-2022 school year.

Outcome:

- Reviewed the status of Smart Schools Bond Act plan.
- Two vendor demonstrations from Smart Board and View Sonic.
- Overview of data from the teacher input survey that was sent in February.
- Committee members submitted feedback, input and recommendations for interactive display decisions.

Building Technology Committees

Orchard Park High School: 9/24/21 (Google Meet), 1/6/22 (in person), 2/10/22 (in person)

Orchard Park Middle School (Google Meet): 9/21/21, 11/2/21, 12/21/21, 2/15/22

Eggert Elementary (Google Meet): 10/14/21, 12/16/21

Ellicott Elementary (Google Meet): 10/5/21, 12/7/21, 2/1/22, 3/8/22

South Davis Elementary (Google Meet): 9/27/21, 10/25/21, 11/22/21, 12/20/21, 1/24/22, 2/28/22, 3/28/22 (in person)

Windom Elementary (Google Meet): 10/15/21, 12/15/21, 3/16/22

Participants:

- Technology Inst. Leaders
- Department Reps - all subject areas
- Building Admin Rep
- Technology Director
- PD Director
- Building Techs

Outcome:

Address Technology areas including:

- Faculty Tech Concerns
- Tech Updates
- Software reviews/needs
- PD needs & planning
- Sharing new technology

Board of Education Meeting:

10/12/21 via Zoom

Participants: Director of Technology, Board Members, District Administrators, Public Audience Members

Outcome:

Shared out updates and information discussed at District Technology meeting on 10/7/21 including:

- Digital Equity Memo information
- District Tech Plan update

Visits to Other Districts:

As part of our planning process, strategic groups of teachers, administrators and technology staff visited other districts to observe and discuss their instructional technology, specifically related to STEM initiatives, the future of computer classes and interactive displays.

1/18/22 East Aurora Schools:

Participants: Director of Technology, Assistant Director of Technology, Technology Coach, HS Math Teacher, Grade 6 teacher, Grade 3 teacher, Grade K teacher.

- Classroom Observation at Parkdale Elementary (Grade K)
- Classroom Observation at East Aurora Middle School (Grade 6 ELA)
- Classroom Observation at East Aurora High School (Social Studies co-teaching special education)
- Meeting discussion with East Aurora Technology Team on lessons learned with new Smart Board implementation

Computer Teacher/STEM Lab Planning Meetings and Visits to Other Districts:

Dates: 3/8/22, 3/18/22, 3/22/22

Specifically related to the STEM/innovation lab action items and goals that were unmet in the 2018-2021 plan, we met to better understand the challenges in accomplishing these action items and planning for the shift from computer labs to innovation labs in the 2022-2023 school year. We also spent a day visiting three neighboring school districts and hearing about their process and lessons learned with STEM labs. School visits included Forest Elementary in Williamsville, Parkdale Elementary in East Aurora and Eden Primary and Intermediate Schools. These meetings and visits assisted in the creation of updated action items and goals in the 2022-2025 Technology Plan.

Participants: Elementary Principals, Elementary Computer Teachers, Technology Instructional Leaders, K-12 Computer Science Coordinator, Assistant Superintendent for Curriculum and Instruction, Director of Technology, Director of Special Programs.

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Technology Department Meetings

Participants:

- Director of Technology
- Assistant Director of Technology
- Network administrator
- District Software/Database administrator
- Micro Computer Repair Technicians
- Building Tech Aides

Outcome:

- Meet monthly
- Shared information on issues, challenges, needs and new technology concerns at all levels.
- Introduction and training on new technologies

Administrative Cabinet Meetings

Participants: All district administrators and building administrators

Outcome:

- Reviewed ongoing challenges of COVID-19 pandemic
- Discussed timeline and strategy for accomplishing the work of DCIP priorities

District Level Committees Representatives:

Director of Technology represents on the following district level committees and provides quarterly updates to the following committees related to technology:

- District Leadership Committee (DLC) -9/29/21, 1/19/22 (canceled due to COVID-19)
- Professional Development Committee (PDC) -10/6/21, 12/8/21
- District Comprehensive Improvement Plan Committee (DCIP)- 10/7/21, 11/18/21, 12/9/21, 1/13/22 (canceled due to COVID-19), 3/29/22
- Central Council Parent Teacher Organization (CCPTO) - 10/1/21, 12/3/21, 3/4/22
- Special Education Leadership Council (SELC) - 10/5/21, 11/16/21, 2/15/22
- Labor Management Committee -9/22/21, 11/3/21, 2/2/22

Th Assistant Director of Technology represents on the following district level committees and provides quarterly updates to the following committees related to technology:

- District Safety Committee -9/15/21, 11/16/21, 1/19/22, 3/15/22
- Facilities Committee - 9/8/21, 9/22/21, 10/31/21, 10/27/21, 11/10/21, 11/24/21, 12/8/21, 12/22/21 (Additional meeting this year due to the upcoming capital project)

Due to the ongoing challenges of COVID-19, the use of surveys and Google Forms was used to gather information in the planning process.

Basic Security Practices Survey

9/15/21 -9/20/21

Target Audience: Tech Directors in neighboring districts

Identified the following information about neighboring districts in Erie 1 and Erie 2 BOCES:

- Workstation locking
- Two factor authentication
- Password policies

Digital Equity Survey

10/23/21- 11/14/21 collection period

Target Audience: Survey sent to households of students receiving instruction in the district (out of district students will report to the school with instructional responsibility)

Identified the following information about student access to technology:

- 1:1 device
- shared/not shared
- Type of internet
- Quality of internet
- Quality of device

Technology Plan Priorities Survey

11/1/21-11/4/21 collection period

Target Audience: District Committee Representatives

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Identified the following information about District Technology Plan:

- Priorities for departments, buildings, grade levels and content areas
- Hardware priorities
- Professional development priorities
- Curriculum priorities
- Cybersecurity priorities

Outcome: Used for planning exercises during the meeting on 11/4/21

Interactive Board Survey

2/1/22-2/28/22 collection period

Target Audience: All PK-12 teachers

Identified the following information about technology:

- Interactive vs. non interactive preference
- Use of document cameras and other peripheral devices
- Grade level, content area and special education status
- Board mounting preference: mobile or stationary
- General input/comments regarding classroom displays

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

In order to create the 2022-2025 Tech Plan, the District Technology Committee met to review the goals and action items outlined in the 2018-2021 Tech Plan. At its meeting on October 8, 2021 and during a work session on November 4, 2021, the District Tech Committee Members broke into small groups to evaluate each action item addressed in the 2018-2021 plan and answered the following questions:

1. Has this action item been completed?
2. What is the evidence?
3. Is this something the district needs to continue to take action on?
4. How has the pandemic affected this action item?

Based on the information discussed in these small groups, the District Technology Committee edited and revised existing goals and action items and used the following process to determine next steps:

Red- indicates no progress, reevaluate and tweak or remains the same

Yellow- indicates some progress, tweak goal

Green- indicates completion or irrelevance

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

During the COVID-19 pandemic the district expanded its 1:1 Chromebook initiative to include students in grade K-3. This required an investment into 1200 additional laptops during the 2020-2021 school year. Prior to the pandemic, the district's 1:1 program was designed to support students in grades 4-12 and the Chromebook refresh years were in 5th grade and 9th grade. As a result of the pandemic, the refresh years are now 1st grade, 5th grade and 9th grade.

In addition to an increase in devices, the district also shifted the refresh of teacher and staff computers from desktops to laptops in preparation for a more flexible, hybrid working environment for teachers. The first group of teachers to receive a laptop instead of a desktop computer is the middle school during the 2021-2022 school year. This change supports a standardized classroom setup that allows students to remain in one classroom while the teachers move with their laptop, when needed. Each classroom setup has an extra monitor/docking station that is connected to the projector and document camera. This makes it convenient for teachers to plug in their laptop in any classroom and reduces the potential for connectivity issues.

The District provided internet during the 2020-2021 school year to any family who required it. The internet was provided through the use of Verizon Mifi hotspots. There were 7 families who required internet access consistently.

6. Is your district currently fully 1:1?

Yes

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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.**

COVID-19 Professional Development Response

In response to the COVID-19 pandemic, the District provided an increase in professional development for teachers and staff. During the months of March 2020- June 2020, the Technology Department offered live weekly professional development sessions to teach staff how to use instructional technology and video conferencing tools such as Google Meet and Zoom. These sessions, referred to as “Tech Team Live” were well attended and recorded for teachers to access and refer to again. During the summer of 2020, the Technology Coaches created TechFlix, an on-demand video library of professional development sessions. The topics included Google Classroom (11 seasons) and Online Community Building (2 seasons).

Professional Development for Educators and Administrators

As outlined in the District’s Professional Development Plan, we build the capacity of educators and administrators through various learning opportunities throughout the year. The following categories of activities are offered:

Academic Courses:

- Offered through OPCSD Professional Development Course Catalog (PDC)
- Offered through BOCES via Frontline Professional Growth
- Offered through the WNY Teacher Center
- Offered through area colleges to fulfill requirements

Teacher Learning Opportunities, focused on improving practice through individual or collaborative activities such as:

- OPCSD New Teacher Academy (offered online and in person)
- OPCSD New Teacher Orientation (offered every August)
- New Teacher Technology Part 2, offered every winter for new teachers to support them mid-year with the transition to technology in the district
- OPCSD Mentor Program (required for all new teachers and administrators)
- Instructional Technology Coaching (2 Instructional Technology coaches in the district, each coach is responsible for 3 buildings)
- Professional Development Course Catalog (PDC Catalog): Offered in three seasons (Fall, Winter, Spring), teachers have the opportunity to enroll in courses taught by other OPCSD teachers. Several of these courses are technology offerings.
- Book Studies and Study Groups offered through PDC Catalog
- TechFlix: an on-demand library of technology training and professional development created by the OPCSD technology department and technology instructional coaches. Topics include: Google, Digital Classroom Creations, online
- NYSCATE Offerings
- Google Certified Educator training through NYSCATE

NYS Master Teacher Program

Currently the district has 9 teachers who are in the NYS Master Teacher Program four year fellowship. The NYSMTP celebrates the work of the highest-performing STEM teachers by establishing an expert community dedicated to developing expertise in the areas of content, pedagogy, and students’ families and communities. Master Teachers join colleagues for professional learning and collaboration at nine SUNY host campuses across the state, aligned with New York’s economic development regions. Each SUNY site serves as home-base for the region and partners with other educational institutions and organizations to provide a robust program tailored to meet their Master Teachers’ unique professional growth and development goals. The OPCSD Master Teachers meet at Buffalo State College.

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**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:

Significantly
- 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:

Significantly
- 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:

Promote the Strategic Technology Vision to support student achievement and the 4 C's (creativity, collaboration, critical thinking, and communication) through the seamless integration of technology into all teaching and learning spaces.

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.

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

This will be measured by data collected on the annual Digital Equity Survey as well as the data collected through the Tech Readiness checkpoints referenced in Action Step #3.

This will be measured by:

- Digital Equity Survey response rate of 90% or greater (currently 70%).
- Tech Readiness checkpoints will be established and administered in the 2023-2024 school year.

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	Curriculum	Create vertical alignment/curriculum	Curriculum and	Committee/curriculum project members	09/01/2023	0.00

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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
		map to align the electives and course offerings K-12 with the K-12 Scope and Sequence.	Instruction Leader			
Action Step 2	Infrastructure	Ensure that all kids have access (all the time, every time) to appropriate devices and hardware to support the K-12 Scope and Sequence and Curriculum Map	Director of Technology	Committee members	09/01/2023	0.00
Action Step 3	Evaluation	Develop tech readiness common assessment checkpoints to evaluate the mastery of skills on the K-12 Scope and Sequence. 4th grade, 7th grade, and 10th grade	Instructional Technology Coach	Committee members	09/01/2023	0.00
Action Step 4	N/A	N/A	N/A	N/A	07/01/2022	0.00

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	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8						

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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2022-2025 Instructional Technology Plan - 2021**IV. Action Plan - Goal 2**

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1. Enter Goal 2 below:

Provide access to relevant and rigorous professional development to further the educational plan of the district and to improve the quality of teaching and learning with an emphasis on creativity, collaboration, critical thinking, and communication.

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

This goal will be measured and evaluated by data provided by Frontline Professional Growth enrollment statistics, participation rates of Professional Development Catalog offerings (PDC), TechFlix, attendance at district offered professional development and the number of Google Certified Educators in the district between 2021 (baseline) and 2025.

This will be measured by:

- a 20% increase in participation in our PDC offerings related to technology courses.
- a Google Certified Educator teacher representative at every grade level, in every building/department through the Instructional Leader (IL) program.
- an expansion of our TechFlix program to include 4 new "seasons" of offerings by June 2025.

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, 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						

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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
	Professional Development	Increase participation of building level PD opportunities to share the success and innovation of current practices and initiatives: -teacher spotlights -instructional technology coaching - shadow opportunities/visit colleagues -building level tech committees -15 BSA hours -18 CSLO days with Erie 1 BOCES	Instructional /PD Coach	Building principals, Technology Coaches, Technology Instructional Leaders, Erie 1 BOCES, Director of Special Programs	06/30/2025	0.00
Action Step 2	Professional Development	Provide time and opportunities for teachers, support staff and technical staff to participate in targeted training and achieve certifications/badges related to digital tools. Google Certified Educators (Level 1 and Level 2, training) FAA drone certified operators (currently 2 or 3 at the MS) ISTE certified educators	Instructional /PD Coach	Technology Director, building principals	06/30/2025	50,000
Action Step 3	Professional Development	Provide STEAM PD and summer camps for teachers to strengthen the understanding of new topics in computer programming, robotics and other STEAM resources to further the educational plan of the district and to improve the quality of teaching and learning and promote the integration of STEAM	Instructional Technology Coach	Technology Director, building principals, Assistant Superintendent, Director of Special Programs	06/30/2025	50,000

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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
		in the curriculum.				
Action Step 4	N/A	N/A	N/A	N/A	07/01/2022	0.00

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	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

Create innovation-focused learning environments for students to build understandings from the earliest practical point and support critical thinking, collaboration, creativity, and communication skills.

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.

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

This goal will incorporate the creation and implementation of a new K-12 vertical curriculum alignment related to computer science and STEM learning opportunities. This includes the creation of a physical STEM space in each elementary school and the development of a rigorous K-5 STEM Curriculum. The outcomes will include high quality instruction related to science, technology, engineering and mathematics, and will foster and build the capacity for students to improve critical thinking, collaboration, creativity, and communication skills. This will be measured and evaluated through local benchmarks, specifically a benchmark assessment that will be created by our District Technology Committee to ensure the equity of access for students from all four elementary schools. Our goal is to define and design benchmarks in 1st grade, 5th grade, 8th grade and 11th grade to assess all aspects of technology as students move through our PK-12 program.

Once the benchmarks have been designed, this goal will be measured by proficiency levels of 80% or more in grades 1, 5, 8 and 11.

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						

2022-2025 Instructional Technology Plan - 2021

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
	Learning Spaces	Create innovation labs in all elementary buildings that can be used to support the 4Cs (creativity, communication, collaboration and critical thinking) through hands-on, STEM learning experiences with the goal of transferring and adopting the 4Cs into all aspects of student learning and engagement. Innovation Lab Definition: a space where students will gather to share ideas and use tools and equipment to manipulate, design, build and create solutions to STEM design challenges.	Director of Technology	Assistant Superintendent, Building principals, computer/STEM teachers	09/01/2023	800,000
Action Step 2	Curriculum	Develop an elementary STEM curriculum through a summer curriculum project to identify: Observations of other programs in other districts Input from experts (define this) Grade level expectations (i.e. K-2, STEAM, 3-5 computer literacy) Identify resources needed Connection to classroom Frequency (i.e. Olweus) Identify community partners	Director of Technology	Assistant Superintendent, Building principals, computer/STEM teachers, K-12 STEM Coordinator, K-12 Computer Science Coordinator	09/01/2022	50,000
Action Step 3	Planning	Digital Citizenship and Responsibility Identify	Director of Technology	Assistant Superintendent,	09/01/2023	15,000

2022-2025 Instructional Technology Plan - 2021

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
		areas to address how/where we are teaching Digital Citizenship skills, relating to online behavior, safety, engagement, and the digital divide. District Character Council Library and Media Skills Alignment to DCIP priorities Digital Citizenship Definition: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. (ISTE)		Building principals, computer/STEM teachers, K-12 STEM Coordinator, teacher leaders, District Technology Committee members		
Action Step 4	N/A	N/A	N/A	N/A	07/01/2022	0.00

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	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8						

2022-2025 Instructional Technology Plan - 2021IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

8. Would you like to list a fourth goal?

Yes

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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IV. Action Plan - Goal 4

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1. Enter Goal 4 below:

Create a culture of understanding and responsibility for staff, students and community members on the importance of data privacy and security standards and cybersecurity best practices.

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

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

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.

This goal will be measured by the adoption of board policies and forms, participation reports in professional development, improvement in phishing and cybersecurity tests by employees, and an average rating score of 3 or 4 on the NIST Cybersecurity Framework evaluation tool.

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	Planning	Complete the evaluation tool to align with NIST Cybersecurity Framework: IDENTIFY: Identify	Director of Technology	Assistant Director of Technology, Network Administrator, Database Administrators, Assistant	09/01/2023	0.00

2022-2025 Instructional Technology Plan - 2021

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
		<p>what processes and assets need protection</p> <p>PROTECT: Implement appropriate safeguards to ensure protections of the enterprise's assets</p> <p>DETECT: Implement appropriate mechanisms to identify the occurrence of cybersecurity incidents</p> <p>RESPOND: Develop techniques to contain the impacts of cybersecurity events</p> <p>RECOVER: Implement the appropriate processes to restore capabilities and service impaired due to cybersecurity events</p>		Superintendent		
Action Step 2	Policy/Protocols	<p>Develop and update BOE adopted Forms and Procedures to ensure compliance with Ed Law 2-d and meet the requirements of Policy 5676: Privacy and Security for Student Data and Teacher and Principal Data Staff</p> <p>Cybersecurity Requirements Review and modify AUP, if applicable Review and update current policies that touch technology:</p> <p>3120: District Standards and Guidelines for Web Page Publishing,</p> <p>3320: Confidentiality of Computerized Information</p> <p>5672:</p>	Director of Technology	Assistant Director of Technology, Network Administrator, Database Administrators, Assistant Superintendent	09/01/2024	0.00

2022-2025 Instructional Technology Plan - 2021

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
		Information Security Breach and Information 5673: Employee Personal Identifying Information 5674: Data Networks and Security Access 5675: Student Grading Information Systems 5676: Student Data Privacy 6410: Staff Acceptable Use 6411: Use of Email in the district 7241: Student Directory Information 7250: Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors 7315: Student Acceptable Use Policy (AUP) 7316: Student Use of Personal Technology 8271: Internet Safety/Internet Content Filtering				
Action Step 3	Professional Development	Develop Minimum Cybersecurity Requirements for all OPCSD users (handbook, list of expectations, professional development requirements) Protecting Information: Workstation lock screen time Staff Password change requirements Student Password change requirement 2FA Sharing Information: Secure File Sharing Software Data in/data	Director of Technology	Assistant Director of Technology, Network Administrator, Database Administrators, Assistant Superintendent	09/01/2025	0.00

2022-2025 Instructional Technology Plan - 2021

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
		out flows and ensure procedures are followed Reporting Information: Staff know how to report unauthorized release				
Action Step 4	Cybersecurity	Provide an annual cybersecurity and data privacy audit by an outside organization to evaluate risk and provide recommendations based on industry standards and the NIST Cybersecurity Framework.	Director of Technology	Assistant Director of Technology, Network Administrator, Database Administrators, Assistant Superintendent	09/01/2025	0.00

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	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

8. Would you like to list a fifth 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.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

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2022-2025 Instructional Technology Plan - 2021V. 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.

In this Information Age, it is understood that the Orchard Park School District commits to preparing its students to work in an ever-changing, information-centered, competitive global community. It is important that all students and staff become proficient in using technology to help students meet the learning standards and to gather information, communicate, solve problems and become lifelong learners. Educators must combine and integrate technology with new models of teaching, acknowledging each student's individual learning style.

It is a goal of OPCSD to introduce students to new technologies that support their learning and help prepare them for their future educational endeavors and/or employment opportunities after they graduate. In addition to the new technology, we have reflected on the changes and shifts that the COVID-19 pandemic has forced upon our PK-12 school system and looked critically at our technology curriculum and accessibility.

Technology is integrated into teaching and learning throughout the district at all levels. We are a fully 1-to-1 district now with Chromebooks assigned to all students for use, beginning in kindergarten. Teachers and staff have access to a variety of technology and software applications to elevate their instruction and engage students in higher level thinking and learning. As a district, we have adopted Google as our PK-12 Learning Management System, and teachers utilize the Google Suite to facilitate their instruction. In our PK-5 classrooms, teachers rely on the Google Suite to present and organize lessons and information to share with students through Google Slides and Google Classroom. In grades 6-12, teachers and students work collaboratively through Google Classroom, Docs, Slides, Jamboard and Forms to demonstrate understanding of skills and concepts.

As a result of the pandemic, teachers have come to rely on engaging software platforms such as EdPuzzle, Buncee, Nearpod, Seesaw and Canva, to name a few and we have invested in the ongoing renewal of premium access to these tools.

Our infrastructure in the district is built to support and sustain the impact of technology on our network. We have the bandwidth and network resources to support student access to applications that provide them the opportunity to create at all levels. Students are regularly using tools to create video and audio projects, high-resolution graphics designs, movie productions, digital photography and visual art creations to name a few.

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 district recently collected baseline data (November 2021) on the Digital Equity Survey and continues to collect this information at the district level during the registration process of new students. This survey data allows the district to identify families who may not have “everywhere, all the time” access. We provide Verizon Mifi Hotspots for any student or family who requires it and we also have external wifi on our six school campuses to allow students and families access to the internet when they need it.

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.

The district relies heavily on assistive technology, software and hardware to support students with disabilities. We provide and offer assistive technology evaluations to ensure we have the proper recommendations from experts in the area of assistive technology and accessibility. Our teachers and staff are familiar with the accessibility features on student Chromebooks, such as speech to text and text to speech. We invest in several software applications that integrate into our Chromebooks and provide a level of accommodations to students with disabilities. This includes Don Johnston's software, Text Help's Read & Write and Fluency Tutor. We also partner with organizations specific to reading disabilities and dyslexia such as BookShare and Learning Ally, which offer audio books that accommodate students with reading and learning disabilities. We provide additional visual presentation screens for students who have visual impairments, and provide amplification devices to teachers when needed to support students with auditory processing or hearing impairments.

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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- 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)

- 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 checked="" type="checkbox"/> Research, writing and technology in a digital world | <input checked="" type="checkbox"/> Electronic communication and collaboration |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input checked="" type="checkbox"/> Reading strategies through technology for students with disabilities | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input checked="" 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)

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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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)

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 checked="" 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 | |

2022-2025 Instructional Technology Plan - 2021**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.**

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website. | <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"/> 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"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone. | <input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed. | <input checked="" type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./ |
| <input checked="" type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment. | <input checked="" type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity. | <input type="checkbox"/> Provide online mentoring programs. |
| <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 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"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues. |
| <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 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"/> Offer a technology/support hotline during flexible hours. |
| <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 checked="" type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for | <input checked="" type="checkbox"/> Make sure technology/support is offered in multiple languages. |
| <input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods. | <input checked="" 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 type="checkbox"/> Other (Please identify in Question 9a, below) |
| <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. | <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. | |

2022-2025 Instructional Technology Plan - 2021V. 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.**

- ☒ a) 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.
- ☒ b) The district uses instructional technology to facilitate classroom projects that involve the community.
- ☒ c) 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.
- ☒ d) The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- ☒ e) 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.
- ☒ f) The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- ☐ g) 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.

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	2.00
Instructional Support	2.00
Technical Support	10.00
Totals:	14.00

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	End User Computing Devices	N/A	885,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input 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 checked="" type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	Emergency Connectivity Funds
2	Other (please identify in next column, to the right)	STEM Lab Materials, Consumables, Operating Expenses and Start Up Costs	900,000	Both	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	CRRSA Funds

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VI. Administrative Management Plan

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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 checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input checked="" type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Staffing	N/A	720,000	Annual	<input 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 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	Professional Development	N/A	40,000	Annual	<input 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 type="checkbox"/> Instructional Materials Aid	N/A

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VI. Administrative Management Plan

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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 type="checkbox"/> N/A	
Totals:			2,545,000			

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?**

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.opschools.org/Page/215>

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**

Page Last Modified: 11/07/2021

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 checked="" 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 checked="" 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	(No Response)	(No Response)	(No Response)	<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

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

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	Name of Contact Person	Title	Email Address	Innovative Programs
				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

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	Sarah Hornung	Director of Technology	shornung@opschools.org	<input checked="" 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 checked="" 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 checked="" type="checkbox"/> Instruction and

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

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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 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
Please complete all columns	Scott Roth	Assistant Director of Tech	sroth@opschools.org	<input checked="" 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

2022-2025 Instructional Technology Plan - 2021VII. Sharing Innovative Educational Technology Programs

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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 checked="" 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	Nicole Holler	nholler@opschools.org	nholler@opschools.org	<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 checked="" 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 checked="" type="checkbox"/> Instruction and

2022-2025 Instructional Technology Plan - 2021VII. Sharing Innovative Educational Technology Programs

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				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 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

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