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?**

Stephanie Laffin

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

Assistant Superintendent

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2022-2025 Instructional Technology Plan - 2021

II. Strategic Technology Planning

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1. What is the overall district mission?

Our Onteora schools exist to educate and nurture the children of our diverse community. Our mission is to create an engaging and healthy learning environment that empowers all students to pursue their dreams, achieve their goals, and contribute thoughtfully to the global community.

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

At Onteora, we strive to ensure that every child has equitable access to the highest quality of education opportunities, services and supports in schools that provide effective instruction aligned to the state's standards, our community values, as well as affirming and engaging learning environments so that each child will graduate as engaged citizens and life-long learners with the confidence, self-awareness, and skills to reach their maximum potential, and to live rich and successful lives. We aspire to use instructional technology to support student achievement and engagement through the seamless integration of technology into teaching and learning.

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 Onteora Central School District's Professional Learning Plan Committee (PLC) and the Technology Committee (DTC) met during the 2021-2022 school year and identified District Priorities. After reviewing best practices in educational technology implementation and use in public schools, the DTC developed a technology plan which through its implementation, will continue to adopt a 21st Century skills curriculum and employ methods of instruction that integrate innovative, research-proven teaching strategies, modern learning technologies, and real-world resources and contexts. This integrated approach is also reflected in the District's Professional Learning Plan developed by the Professional Learning Committee. We will use both plans as the foundation for creating an aligned strategic plan and also for the philosophy which drives the District's curriculum maps (which is an ongoing process) as they are developed, revised, and refined.

Our DTP process began in October of 2021 when the Assistant Superintendent for Curriculum and Instruction and the Director of Technology participated in an Instructional Technology Plan workgroup. We met subsequently throughout the fall of 2021 and winter of 2022 to revise our thinking and planning. We created surveys for stakeholder groups and met with the Technology Plan Committee for collaborative thinking and feedback throughout the winter. The Assistant Superintendent of Curriculum and Instruction worked with the Director of Technology and the Technology Plan Committee to draft an informal plan. This plan was informed by surveys from all stakeholders including staff, students, and families. Feedback from multiple stakeholders and the Technology Plan Committee was used to shape the final draft which will be reviewed by our RIC, and revised as needed.

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

The 2022-2025 Instructional Technology Plan builds upon the 2018 - 2022 plan. After reflecting upon the prior plan, our committee evaluated what we had achieved, what we needed to continue to work towards, and what might need to be added given our collective experiences of the past four years, both on a local and global level. As a District, we reflected within the context of larger district questions we have been discussing based on the "9 Big Questions Schools Must Answer to Avoid going Back to Normal" from the Big Questions Institute. It was gratifying to see that we had accomplished some of our goals including a one-to-one initiative and expanding Wi-Fi access to our students. We noticed areas such as providing better access to student data and systems to support student data analysis that is still a work in progress.

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

The Onteora Central School District's experiences during remote, hybrid and in-person learning as a result of COVID-19 have truly impacted our understanding of educational technology and how deeply our successful implementation impacts student learning. For the 2021-2022 school year we offer a variety of learning options to our students based on their individual needs. While the majority of our students learn in person daily, we shift to fully online learning as needed due to community COVID rates, staff quarantines, or other operational challenges. A small number of our students are fully remote learners working both synchronously and asynchronously with instructors.

The Onteora Central School District addressed some of our internet connectivity concerns during the pandemic by increasing our wireless infrastructure. We have provided wireless access to all our buildings and made sure connectivity was consistent. The district has also deployed hot-spot devices to locations where there was no wireless service but did have cellular access.

•During the COVID pandemic, the district made it clear that all students K-12 would have any needed technology to foster learning. The district made this possible by purchasing 500 new devices with touchscreens and providing them to our younger students. In our high school, we also purchased Surface Tablets for our math teachers which allowed them to instruct and demonstrate by writing on the device. As of the current school year, all students have and maintain a device for instructional learning.

The overarching goal of our Professional Learning Plan is to strengthen the integration of technology into instruction. Ideally, we seek for technology to support student achievement through the seamless integration of technology into teaching and learning. Technology integration is essential for helping students to be as technologically proficient as possible as well as to support student engagement. We plan to continue providing professional learning for teachers on integrating technology into the classroom as well as providing students with opportunities to show their learning and thinking in a variety of ways, using technology as a tool to express and enhance their thinking.

We engaged parent, student, and community support with surveys to assess how well their needs were met using technology and what they wanted to see moving forward.

6. Is your district currently fully 1:1?

Yes

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.

The Onteora Central School District's Professional Learning Plan Committee (PLC) and the Technology Committee (DTC) met throughout the 2021-2022 school year and identified District Priorities. After reviewing best practices in educational technology implementation and use in public schools, the PLC developed a professional learning plan which through its implementation, will continue to adopt a 21st Century skills curriculum and employ methods of instruction that integrate innovative, research-proven teaching strategies, modern learning technologies, and real-world resources and contexts. This integrated approach is also reflected in the District's Technology Plan developed by the DTC. Both plans will be used as the foundation for creating an aligned District's strategic plan and also for the philosophy which drives all professional learning in the District. Our technology priority is to support student achievement and engagement through the seamless integration of technology into teaching and learning. This wraps around the following goals from our Professional Learning Plan: 1) Integrate Social Emotional Learning, Civic Literacy, as well as Diversity, Equity, and Inclusion initiatives 2) Support educators as they work to strengthen Professional Learning Communities (PLCs) to address instructional rigor, cultural responsiveness, achievement disparities, and student engagement 3) Support educators as they work to focus on equitable access to high expectations and rigorous instruction in an inclusive environment for all students, particularly with the expansion of the co-teaching model 4) Continue consensus curriculum mapping, including development, administration, and analysis of quarterly common benchmark assessments 5) Strengthen ELA/ Literacy instruction aligned with the revised NYS Next Generation Learning Standards. 6) Strengthen Math instruction aligned with the NYS Next Generation Math Standards 7) Strengthen the integration of technology into instruction 8) Strengthen the implementation of the Social Studies Framework K-12, including an increased focus on civic literacy 9) Implement the NYS Science Learning Standards K-12 10) Improve District professional development practices aligned with evidence-based practices to maximize student learning 11) Improve District assessments and data tools to effectively drive instruction aligned with evidence-based practices to maximize student learning

We determine the capacity of our educators by asking for their input in surveys, considering their classroom implementation during class visits, discussing the use of data implementation for MTSS, we are sure they are consistently part of the decision-making process at the district level, including participation in district teams such as the Technology Committee. In addition, the district continues to provide K-12 building technology integration support from Ulster BOCES Content Specialists that is embedded in the school day, Superintendents Day support for integration of Google Classroom and SeeSaw, and robust support of individual teacher choice of professional learning opportunities. Feedback from professional learning experiences is important to our process.

The effectiveness of the professional development plan will be evaluated each time that the PLC Committee meets as well as when the Technology Committee meets. We will designate and review data sources, including surveys, student assessments, classroom evaluations, and student performance goals.

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Overview: In this new section, the District is asked to outline the extent to which they have achieved, at the local level, goals put forth in the 2010 Statewide Learning Technology Plan.

1. **Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.**
   The district has met this goal:
   Moderately

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

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

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

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:
   Minimally

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1. Enter Goal 1 below:

Utilize District technology to strengthen implementation of the NYSED Culturally Responsive - Sustaining (CR-S) Framework which asks districts to create student-centered learning environments that affirm racial, linguistic, and cultural identities; prepare students for rigor and independent learning; develop students' abilities to connect across lines of difference; elevate historically marginalized voices, and empower students as agents of positive social change.

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.

- ☑ 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 measure this goal by monitoring building and District attendance rates of all students as well as those of relevant subgroups. Increasing a sense of belonging and providing ways for all students to make meaning and demonstrate knowledge is essential to our District's success. Increased attendance of all groups will be indicative of accomplishing this goal.

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	Professional Development	Continued professional learning around the NYS CR-S	Assistant Superintendent	district educators	06/27/2025	$30,000

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		Framework, Social Emotional Learning needs of our students as well as Diversity, Equity and Inclusion work for our learning and working environment				
Action Step 2	Professional Development	Continued professional learning and collaboration with our Technology Integration Specialists	Assistant Superintendent	district educators	06/27/2025	$299,520
Action Step 3	Budgeting	Utilizing federal and state grants as well as the district budget to support professional learning opportunities for staff	Business Official	Assistant Superintendent for Curriculum and Instruction	06/27/2025	$0
Action Step 4	Planning	Collaboration and planning with building and district level staff	Classroom Teacher	Building principals, district administrators	06/27/2025	$5,000

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	Professional Development	(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 Respo	(No Response)

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
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1. Enter Goal 2 below:

Increase equitable access to high-quality digital resources and standards-based, technology-rich learning 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 analyze metrics from instructional software to gauge increased use by staff and students.

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	Professional Development	Provide Professional learning opportunities both during the school day and after the school day/year for staff	Assistant Superintendent	Building principals	06/27/2025	$92,361
Action Step 2	Implementation	Work collaboratively with teachers,	Assistant Superintend	classroom teachers, library media	06/27/2025	$0

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		administrators, technology team, and Technology Integration Specialists from BOCES	ent	specialists, Technology Director		
Action Step 3	Purchasing	Collaborate to align the purchase of devices and software to our goal.	Director of Technology	Assistant Superintendent, building principals	06/27/2025	270,000
Action Step 4	Evaluation	Review metrics from instructional software bi-annually	Assistant Superintendent	Director of Technology	06/27/2025	$0

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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1. Enter Goal 3 below:

Support the District's Professional Learning Plan by providing access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning 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.

We will analyze professional learning participation rates in the integration of technology on My Learning Plan as well as collaboration frequency with Ulster BOCES Model Schools Technology Integration Specialists.

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	The District will promote and provide professional learning opportunities for all staff to increase	Assistant Superintendent	all district educators	06/27/2025	$0

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		proficiency in the integration of learning technology				
Action Step 2	Collaboration	District educators will collaborate with their colleagues and with Ulster BOCES Technology Integration Specialists to increase their proficiency with implementing instructional technology	Classroom Teacher	Library Media Specialists, building principals, TAs	06/27/2025	$0
Action Step 3	Curriculum	The District will provide opportunities for educators to incorporate new learning into curriculum	Assistant Superintendent	classroom teachers, Library Media Specialists	06/27/2025	$15,000
Action Step 4	Evaluation	The District will review My Learning Plan data and collaboration logs from Ulster BOCES Model School to measure levels of professional learning opportunities and collaboration.	Assistant Superintendent	support staff	06/27/2025	$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	(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)

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
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 fourth goal?

No

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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.

The Onteora Central School District's Professional Learning Plan Committee (PLC) and the Technology Committee (DTC) met throughout the 2021-2022 school year and identified District Priorities. After reviewing best practices in educational technology implementation and use in public schools, the PLC developed a professional learning plan which through its implementation, will continue to adopt a 21st Century skills curriculum and employ methods of instruction that integrate innovative, research-proven teaching strategies, modern learning technologies, and real-world resources and contexts. This integrated approach is also reflected in the District's Technology Plan developed by the DTC. Both plans will be used as the foundation for creating an aligned District's strategic plan and also for the philosophy which drives all professional learning in the District. Our technology priority is to support student achievement and engagement through the seamless integration of technology into teaching and learning. This wraps around the following goals from our Professional Learning Plan: 1) Integrate Social Emotional Learning, Civic Literacy, as well as Diversity, Equity, and Inclusion initiatives 2) Support educators as they work to strengthen Professional Learning Communities (PLCs) to address instructional rigor, cultural responsiveness, achievement disparities, and student engagement 3) Support educators as they work to focus on equitable access to high expectations and rigorous instruction in an inclusive environment for all students, particularly with the expansion of the co-teaching model 4) Continue consensus curriculum mapping, including development, administration, and analysis of quarterly common benchmark assessments 5) Strengthen ELA/ Literacy instruction aligned with the revised NYS Next Generation Learning Standards. 6) Strengthen Math instruction aligned with the NYS Next Generation Math Standards 7) Strengthen the integration of technology into instruction 8) Strengthen the implementation of the Social Studies Framework K-12, including an increased focus on civic literacy 9) Implement the NYS Science Learning Standards K-12 10) Improve District professional development practices aligned with evidence-based practices to maximize student learning 11) Improve District assessments and data tools to effectively drive instruction aligned with evidence-based practices to maximize student learning

As a District, we believe that all 21st Century skills initiatives must focus on the integration of support systems to meet the needs of the 21st Century learner. These support systems revolve around five components incorporated into the Framework for 21st Century Learning: Standards Assessment Curriculum and Instruction Professional Development Learning Environment The Onteora Central School District will take an aligned, comprehensive approach across several support systems to help its students develop the cognitive, academic, emotional, and physical competencies they will need to succeed in 21st Century life. Standards Focus on 21st-century skills, content knowledge, and expertise. Build understanding across and among core subjects as well as 21st-century interdisciplinary themes. Emphasize deep understanding rather than shallow knowledge Engage students with real-world data, tools, and experts they will encounter in college, on the job, and in life; students learn best when actively engaged in solving meaningful problems. Allow for multiple measures of mastery. Assessment Supports a balance of assessment, including high-quality high standardized testing along with effective, formative, and summative classroom assessments. Emphasizes useful feedback on student performance that is embedded into everyday learning. Requires a balance of technology-enhanced, formative, and summative assessments that measure student mastery of 21st-century skills. Enables development of portfolios of student work that demonstrate mastery of 21st-century skills to educators and prospective employers. Enables a balanced portfolio of measures to assess the educational system’s effectiveness in reaching high levels of student competency in 21st-century skills. Curriculum and Instruction Teach 21st-century skills discretely in the context of core subjects and 21st-century interdisciplinary themes. Focuses on providing opportunities for applying 21st-century skills across content areas and for a competency-based approach to learning. Enables innovative learning methods that integrate the use of supportive technologies, inquiry, problem-based approaches, and higher-order thinking skills. Encourages the integration of community resources beyond school walls. Professional Development Highlights ways teachers can seize opportunities for integrating 21st-century skills, tools, and teaching strategies into their classroom practice and help them identify what activities they can replace/de-emphasize. Balances direct instruction with project-oriented teaching methods. Illustrates how a deeper understanding of subject matter can actually enhance problem-solving, critical thinking, and other 21st century skills. Enables 21st-century professional learning communities for teachers that model the kind of classroom learning that best promotes 21st-century skills for students. 4. Professional Development Cultivates teachers' ability to identify students' particular learning styles, intelligence, strengths, and weaknesses. Helps teachers develop their abilities to use various strategies (such as formative assessments) to reach diverse students and create environments that support differentiated teaching and learning. Supports the continuous evaluation of students' 21st-century skills development. Encourages knowledge sharing amongst communities of practitioners, using face-to-face, virtual, and blended communications. Uses a scalable and sustainable model of professional development. 5. Learning Environments To create learning practices, human support, and physical environments that will support the teaching and learning of 21st-century skills outcomes. Support professional learning communities that enable educators to collaborate, share best practices and integrate 21st-century skills into classroom practices. Enable students to learn in relevant, real-world, 21st-century contexts (e .g ., through project-based or other applied skills work). Allow equitable access to quality learning tools, technologies, and resources. Provide 21st century architectural and interior designs for group, team, and individual learning. Support expanded community and international involvement in learning, both face to face and online. To succeed in college, career, and life in the 21st Century students must be supported in mastering both content and skills. The Onteora Central School District Technology Committee has used the eight support systems categorized by the Milestones for Improving Learning & Education towards helping students achieve the outcomes of 21st Century Skills initiatives (see next page.) These support systems will be used as a guide and will be cross-checked against the International Standards for Technology in Education (ISTE) to monitor the comprehensive three-year plan. In addition, the existing plan was analyzed and reviewed in order to determine what components of that plan should be sustained and where there were

gaps between ideology and implementation that needed to be addressed.

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.

As a one-to-one district, each student at Onteora has a District -issued device that allows them to access learning at any time. The District provides Wi-Fi support to families that request it. In addition, our Technology Department provides families with tech support for their devices and navigating educational platforms to support student learning. Continued investment in professional learning for technology integration has continued throughout the past plan and will continue through the 2022-2025 plan. We utilize data from our surveys, classroom experiences, conversation with parents and educators, observations, and evolving needs to assess our district's need for and utilization of professional learning. Partnering with Ulster BOCES, Model Schools, allows us to provide support and professional learning tailored to the needs of our students and teachers. Furthermore, our district generously supports teacher-identified professional learning outside of the school day.
As we continue to strengthen our Multi-tiered Systems of Support (MTSS) programs, we plan to review and further implement technology-enabled tools in our assessments as we identify areas of student learning need and growth. Utilizing tools that are adaptive, embedded in learning, universally designed, and provide data in real-time will allow us to support student learning more efficiently.
We plan to continue to grow both staff and student knowledge around data privacy and security, digital citizenship and responsible use, and how to choose and access quality digital content and resources to support learning. Professional learning opportunities and effective communication are key to our growth.
In addition, the district continues to make investments in maintaining infrastructures such as high-quality devices, high-speed Wi-Fi throughout each building, and data privacy and security.
More...

https://tech.ed.gov/netp/#:%7E:text=The%20National%20Education%20Technology%20Plan%20is%20the%20flagship%20educational%20technology,%2Dthe%2Dtime%20learning%20possible.

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.

In the Onteora Central School District, assistive technology is used to support students with communication delays as well as for students with visual. processing and reading disabilities. Onteora is a 1:1 district; every student has access to a chrome book. This allows students access to such applications as Immersive Reader for those students with severe disabilities in decoding, book sharing, and the ability to change font size, highlight text or use text to speech applications.
Students also utilize applications such as TouchChat, Proloquo, and LAMP to address concerns with articulation and verbal vocal ability. Students also have access to Google Classroom for all classes where notes and classwork can be accessed.
As a district, we are planning for ongoing professional development in assistive tech and are working on building capacity to provide rich professional learning opportunities to related service providers in completing assistive technology evaluations within the district.

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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.

- ☑ 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)

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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.

- ☑ Technology to support writers in the elementary classroom
- ☑ Technology to support writers in the secondary classroom
- ☑ Research, writing and technology in a digital world
- ☑ Writing and technology workshop for teachers
- ☑ Enhancing children's vocabulary development with technology
- ☑ Writer's workshop in the Bilingual classroom
- ☑ Reading strategies for English Language Learners
- ☑ Moving from learning letters to learning to read
- ☑ The power of technology to support language acquisition
- ☑ Using technology to differentiate instruction in the language classroom
- ☑ 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
- ☐ Web authoring tools
- ☑ Helping students connect with the world
- ☐ The interactive whiteboard and language learning
- ☐ Use camera for documentation
- ☐ Other (please identify in Question 8a, below)

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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.

- ☑ McKinney-Vento information is prominently located on individual school websites, as well as the district website.
- ☑ If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.
- ☑ Offer/phone/enrollment as an alternative to/in-person/enrollment.
- ☐ Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity
- ☑ 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.
- ☐ 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.
- ☐ Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.
- ☑ Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.
- ☐ Provide students a way to protect and charge any devices they are provided/with/by the district.
- ☑ Replace devices that are damaged or stolen/as needed.
- ☐ Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.
- ☐ 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.
- ☐ 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.
- ☑ Class lesson plans, materials, and assignment instructions are available to students and families for
- ☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ 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.
- ☑ 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.
- ☑ Adjust assignments/to be completed successfully using/only/the/resources students have available./
- ☐ Provide online mentoring programs.
- ☐ Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.
- ☑ Offer a technology/support hotline during flexible hours.
- ☐ Make sure technology/support is offered in multiple languages.
- ☐ Other (Please identify in Question 9a, below)

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

- ☑ The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
- ☑ The district uses instructional technology to facilitate classroom projects that involve the community.
- ☑ The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.
- ☑ The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- ☑ The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.
- ☑ The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- ☐ Other (please identify in Question 10a, below)

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

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1. Staff Plan

Provide the Full-Time Equivalent (FTE) count, as of plan submission date, of all staff whose primary responsibility is delivering technology integration training and support and/or technical support.

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	0.60
Technical Support	2.00
Totals:	**3.60**

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	Staffing	n/a	349,840	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	n/a
2	Professional Development	n/a	30,787	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public	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
					Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Instructional and Administrative Software	n/a	145,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☑ Instructional Materials Aid ☑ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	n/a
4	N/A	n/a	0	N/A	☐ BOCES Co-Ser purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid	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
					☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☑ N/A	
Totals:			**525,627**			

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

Not Applicable

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

District Plans & Reports - Onteora Central School District

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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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.

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

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning ☐ Policy, Planning, and Leadership ☐ Professional Development / Professional Learning ☐ Special Education Instruction and Learning with Technology ☐ Technology Support ☐ Other Topic A ☐ Other Topic B ☐ 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)	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and

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

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

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

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