Section I - District LEA Information

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

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 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.
Section II - Strategic Technology Planning

1. What is the overall district mission?

Vision

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

Mission Statement

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

Guiding Principles

Our belief in fostering partnerships with parents, students and the community to provide an education of distinction and excellence has led to the formulation of these Guiding Principles.

Orchard Park Central School District is a place where:

1. A healthy, safe and orderly learning environment is provided.
2. Resources are focused on the continuous improvement of student achievement, citizenship and character development.
3. Informed decisions are made based on data analysis, educational research, and professional/community input.
4. Our professional learning community is enhanced through the support of staff development, ongoing curriculum evaluation and design, effective instructional practices and technology.
5. Communication, accountability, long range planning and fiscal responsibility are embraced, encouraged and shared among constituent groups.

Based on these guiding principles, a three-year Comprehensive District Education Plan (CDEP) was developed. Goals established by the CDEP Committee were adopted by the Board of Education in June 2018. The following goals are based on the work of the Goal Setting Committee and were adopted by the Board of Education for the 2018-19 school year.

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

Technology Vision

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.

3. List three goals that will drive the attainment of the vision.

<table>
<thead>
<tr>
<th>Goal 1</th>
<th>Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 2</td>
<td>Provide access to relevant and rigorous professional development to insure educators and leaders are proficient in the integration of learning technologies;</td>
</tr>
<tr>
<td>Goal 3</td>
<td>Provide technology-enhanced learning environments to support improved teaching and learning for all students;</td>
</tr>
</tbody>
</table>

4. Do you want to list a fourth goal that will drive attainment of the vision?

No
II. Strategic Technology Planning

5. Do you want to list a fifth goal that will drive attainment of the vision?  
   No
6. **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.**

<table>
<thead>
<tr>
<th>Date</th>
<th>Purpose</th>
<th>Participants</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/12/17, 12/12/17, 3/12/18, 5/8/18</td>
<td>District Technology Committee</td>
<td>• Building level teachers, SRPs and admin reps</td>
<td>Committee updated on current Technology related initiatives and reviews committee updates from building technology committees including:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• LMC reps</td>
<td>• 1:1 initiative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Principals</td>
<td>• PD needs related to technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Asst Supt of Curr &amp; Inst</td>
<td>• made the following recommendations to allow Gr 8-12 students to take devices home</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Director of B&amp;G</td>
<td>• Selected Lenovo as the Chromebook for upcoming year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Superintendent</td>
<td>• Reviewed Insurance options for students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Board of Ed Members</td>
<td>• Update on phone system, camera system, security issues etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Asst Supt of Business</td>
<td>• Reviewed SSBA security proposal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Community Members</td>
<td>Address Technology areas including:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Parent Reps</td>
<td>• Faculty Tech Concerns</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Tech Updates</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Software reviews/needs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• PD needs &amp; planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• 1:1 Initiative Planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Sharing new technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Update on SmartSchools Bond Act</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>After examining student performance data and exploring root causes, the CDEP Committee targeted areas of improvement including Goal 3:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Study and survey our stakeholder groups (students, staff, parents) to gain insight to the technology skills that are being taught and identify skills students need to be successful while providing access to resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Shared out updates and information discussed at District Technology meetings</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
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</tr>
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<td>Study and survey our stakeholder groups (students, staff, parents) to gain insight to the technology skills that are being taught and identify skills students need to be successful while providing access to resources</td>
</tr>
</tbody>
</table>

- CDEP Committee
II. Strategic Technology Planning

Technology Department Meetings

- Technology Director
- District Network/GAFE administrator
- District Software/Database administrator
- Building Tech Aides

8/24/17
Oct 20th
Nov 3rd
Dece 2nd & 22nd
Jan 20th
Feb 10th
March 4th & 29th
April 20th
May 5th & 23rd
June 2nd & 13th

Bi-Monthly ADCAB meetings with all district administrators

Standing agenda item: Technology Update

All 25 building and district administrators

- Reviewed security audit from 3rd party, created plan to address issues
- Reviewed security camera plans for SSBA proposal
- Reviewed security systems and selected T-Pass System
- Reviewed 1:1 initiative issues
- Debrief by Technology Coach sharing instructional technology strategies
- Implemented VoIP based lockdown procedure

10/26/15
11/18/15
1/8/16
3/1/16
4/27/16
5/24/16

District Safety Committee Meetings

- Building level teachers, SRPs reps
- Director of Safety
- Principals
- Asst Supt of Business
- Superintendent
- Board of Ed Members
- Community Members
- Parent Reps

- Updated on 3rd party safety audit
- Reviewed security systems and updates in T-Pass System
- Recommended adding VoIP speakers in elementary hallways
- Reviewed SSBA security proposal
7. Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision.

OPCSD Professional Development Plan - PURPOSE
The purpose of this plan shall be to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development so as to remain current with their profession and meet the learning needs of their students.

The Principles upon which this plan is based are, therefore, to:

- Improve learning and achievement for ALL students
- Provide a safe environment for ALL students and staff
- Improve teacher and staff effectiveness
- Maintain high standards for ALL teachers and staff
- Enhance the intellectual stimulation of ALL teachers and staff
- Promote continuous, relevant teacher and staff learning

The OPSCD Professional Development Council has designed the following plan to ensure that each staff member is provided with job-embedded opportunities for growth and participation leading to an improved quality job performance.

The plan prescribes an emphasis for collaboration and reflection with colleagues, site-determined experiences responding to expressed needs, and individually designed activities to further one’s competence and expertise.

Teacher standards herein endorsed and adhered to will help our students achieve and master the NYS Learning Standards. To implement and maintain these teacher standards, the individual will be held accountable through his/her professional growth and participation in the educational issues of our day.

The focus of the Professional Development efforts at OPCSD going forward will be to support the strategies outlined in the District CDEP Plan and the Professional Development Plan. Technology components are woven throughout both of these plans and their action plans give clear direction that can be used to drive the technology-based training at Orchard Park. By linking all three of these plans, the resources and direction of the District can focus on attainable benchmarks that will help us reach our central goal of improving student learning.

An important role of the District Tech Committee is to support staff development that focuses on transforming classrooms. Input from Building level PD committees, data collected by Technology Coaches and feedback collected at the District Leadership Committee are shared with the district and building level technology committees and the Professional Development Council (PDC) so that they have a basis for evaluating and recommending technology related staff development activities. A variety of district run workshops, including on-line opportunities, are offered throughout the school year as well as during summer break. The Professional Development Council solicits course proposals from faculty and staff twice a year. All requests must be reviewed for relevance to established professional development goals and then approved by the PDC. Between July 2017 and June 2018, more than 80 technology based in-service classes were offered to faculty and staff that provided over 8000 hours of professional development.

Approved class offerings are posted in an on-line program called Frontline Education's MyLearningPlan which allows interested faculty and staff to register for courses. My Learning Plan also manages the approval process for courses and allows individual faculty and staff members to enter and track all of their professional growth activities.

In addition to district staff development initiatives, the district has twenty-four days a year of training through BOCES utilizing staff developers under the Common Set of Learning Objective COSER. BOCES also offers workshops and online webinars throughout the school year. Building level technology committees plan building-specific technology classes to meet specific building needs. Several buildings use “Tech Fridays”, one hour before school sessions, where staff members shares expertise and experience with software applications. The focus is to increase the use of specific applications and software by using the experience of teachers who are applying the programs in their daily instruction.
II. Strategic Technology Planning

8. **How will the instructional technology goals be measured and evaluated during and after implementation? Be sure to include any tools or metrics that are part of this evaluation process.**

The District Technology Committee meets a minimum of three times a year, once in September, in March and again in May. Each meeting will have an agenda item that reviews key goals and progress of the plan. Presentations of goal progress will be made to ensure that the committee is aware of all issues related to the implementation of the plan. Each goal will have an action plan and specific indicators of success that can be monitored and adjusted to reflect current realities and new data by the District Tech Committee consisting of community members, parents, teachers, support-related staff, Board of Education members and administrators. Every June, this committee will review the current school year’s technology efforts. Changes will be made by a subcommittee of the Tech committee, submitted to the entire committee, who will share the revisions with each building’s tech committee. Each building will review the changes and have an opportunity to suggest additional changes. These will be collated and entered into the Long Range Plan for Technology. The Plan will be reviewed and updated by the District Tech Committee representative. Final changes will be returned to the Office of Instructional Technology. A final copy will be presented to the Board of Education for their acceptance.

District Technology Committee minutes and updates will be shared out to multiple stakeholder groups throughout the school year. These groups include:
- Building level technology committees
- Board of Education
- District Leadership Committee
- Professional Development Committee
- District Safety Committee

The District Technology Committee and Building Technology Committees will continue to gather feedback on how the 1 to 1 initiative is perceived by all stakeholders and to gather information on issues that need to be addressed or revisited.

The plan will be posted on the web page after acceptance by the Board of Education.

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district’s RIC, or email edtech@nysed.gov.
III. Action Plan - Goal 1

**Section III - Action Plan**

**Overview:** This section requires specific action steps that will be taken in order to achieve each of the goals presented in Section II of the plan. Each goal will have its own page in the plan. For this page, copy Goal #1, which you listed in Section II, Question 3, and respond to all questions below.

1. **Goal #1**
   
   **I. Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning:**

2. **Select the NYSED goal that best aligns with this district goal.**
   
   1. 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.**
   
   - [x] All students
   - [ ] Pre-K-2
   - [ ] Grades 3-5/6
   - [ ] Middle School
   - [ ] High School
   - [ ] Students with Disabilities
   - [ ] ELL/MLLs
   - [ ] Migrant students
   - [ ] Homeless students
   - [ ] Economically disadvantaged students
   - [ ] Students between the ages of 18-21
   - [ ] Students who are targeted for dropout prevention or credit recovery programs
   - [ ] Other (please identify in Question 3a, below)

4. **List the action steps that correspond to Goal #1 from your answer to Question 1, above.**

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Action Step - Description</th>
<th>Responsible Stakeholder</th>
<th>If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write &quot;N/A.&quot;</th>
<th>Anticipated month of completion</th>
<th>Anticipated year of completion</th>
<th>Anticipated cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Step 1</td>
<td>Study and survey our stakeholder groups (students, staff, parents) to gain concrete information surrounding the technology skills that are currently being taught in grades K-8.</td>
<td>Director of Technology</td>
<td>N/A</td>
<td>Sept. (09)</td>
<td>2019</td>
<td>$0</td>
</tr>
<tr>
<td>Action Step 2</td>
<td>Develop scope and sequence charts to summarize the information collected in Goal 1 to: • articulate vertical and horizontal alignment of technology skills • aide in identifying gaps in the technology curriculum</td>
<td>Curriculum and Instruction</td>
<td>N/A</td>
<td>Sept. (09)</td>
<td>2020</td>
<td>$5000</td>
</tr>
</tbody>
</table>
### III. Action Plan - Goal 1

| Action Step | Action Step - Description | Responsi
ble Stakehol
der. Select one. | If you selected 'Other' Responsibl
der in the column to the left, please identify here. Otherwise, please write "N/A." | Anticipat
ed month of completio
n | Anticipat
ed year of completio
n | Anticipat
ed cost |
|-------------|---------------------------|---------------------------------|----------------------------------------------------------------------|-----------------|-----------------|----------------|
| Action Step 3 | **Curriculum** Articulate a K-12 Computer/Computer Science curriculum and use NY Learns curriculum maps to document relevant technology linkages and resources as a part of curriculum projects | Curri
culum and Instruc
tion Lea
der | N/A | June (06) | 2021 | $5000 |
| Action Step 4 | N/A | Support and maintain a 4-year replacement cycle of 1 to 1 devices for students in grades 4 through 12. | Director of Tec
hnol
ogy | N/A | June (06) | 2019 | $270000 |

5. **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.
### III. Action Plan - Goal 1

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Action Step - Description</th>
<th>Responsible Stakeholder. Select one.</th>
<th>If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.</th>
<th>Anticipated month of completion</th>
<th>Anticipated year of completion</th>
<th>Anticipated cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Step 6</td>
<td>(No Response)</td>
<td>(No Response)</td>
<td>(No Response)</td>
<td>(No Response)</td>
<td>(No Response)</td>
<td>(No Response)</td>
</tr>
<tr>
<td>Action Step 7</td>
<td>(No Response)</td>
<td>(No Response)</td>
<td>(No Response)</td>
<td>(No Response)</td>
<td>(No Response)</td>
<td>(No Response)</td>
</tr>
<tr>
<td>Action Step 8</td>
<td>(No Response)</td>
<td>(No Response)</td>
<td>(No Response)</td>
<td>(No Response)</td>
<td>(No Response)</td>
<td>(No Response)</td>
</tr>
</tbody>
</table>

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### III. Action Plan - Goal 2

**Section III - Action Plan**

Copy Goal #2, which you listed in Section II, Question 3, and respond to all questions below.

1. **Goal #2**
   
   Provide 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.**
   
   5. 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)**
   
   - All students
   - Pre-K-2
   - Grades 3-5/6
   - Middle School
   - High School
   - Students with Disabilities
   - ELL/MLLs
   - Migrant students
   - Homeless students
   - Economically disadvantaged students
   - Students between the ages of 18-21
   - Students who are targeted for dropout prevention or credit recovery programs
   - Other (please identify in Question 3a, below)

4. **List the action steps that correspond to Goal #2 from your answer to Question 1, above.**

<table>
<thead>
<tr>
<th>Action Step 1</th>
<th>Planning</th>
<th>Develop PD opportunities such as summer workshops, online workshops and development camps to provide opportunities for horizontal and vertical planning to support consistent approaches to technology integration.</th>
<th>Oth er (ple ase iden tify in next colu mn, to the right )</th>
<th>Director of Special Program s</th>
<th>Jun e (06)</th>
<th>201 9</th>
<th>$5000</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
### III. Action Plan - Goal 2

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Action Step - Description</th>
<th>Responsible Stakeholder</th>
<th>If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write &quot;N/A.&quot;</th>
<th>Anticipated month of completion</th>
<th>Anticipated year of completion</th>
<th>Anticipated cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Step 2</td>
<td>Professional Development</td>
<td>Provide STEAM PD and Summer camps for computer teachers, technology instructional leaders (ILs), and technology coaches to keep them current on new topics in computer programming, robotics and other STEAM resources • Our current technology available (Chromebooks) lend themselves to web-based courses of study. CS offerings could include a vast array from Code.org and using web based coding apps that can directly interact with peripheral devices like Finch robots and tech based production equipment (CNC)</td>
<td>Other (please identify in next column, to the right)</td>
<td>June (06)</td>
<td>2020</td>
<td>$10000</td>
</tr>
<tr>
<td>Action Step 3</td>
<td>Professional Development</td>
<td>Utilize Technology Coaches and Computer ILs to provide relevant ongoing training and support for teachers, the 1:1 Chromebook initiative and the integration of technology into lesson planning and curriculum</td>
<td>Instructional/ PD Coach</td>
<td>Sept (09)</td>
<td>2019</td>
<td>N/A</td>
</tr>
<tr>
<td>Action Step 4</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>2021</td>
<td>N/A</td>
</tr>
</tbody>
</table>

5. **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.
### III. Action Plan - Goal 2

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Action Step - Description</th>
<th>Responsible Stakeholder. Select one.</th>
<th>If you chose “Other” Responsible Stakeholder in the column to the left, please identify here.</th>
<th>Anticipated month of completion</th>
<th>Anticipated year of completion</th>
<th>Anticipated cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Step 5</td>
<td>(No Response)</td>
<td>(No Response)</td>
<td>(No Response)</td>
<td>(No Response)</td>
<td>(No Response)</td>
<td>(No Response)</td>
</tr>
<tr>
<td>Action Step 6</td>
<td>(No Response)</td>
<td>(No Response)</td>
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<td>(No Response)</td>
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<td>(No Response)</td>
</tr>
<tr>
<td>Action Step 7</td>
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<td>(No Response)</td>
<td>(No Response)</td>
<td>(No Response)</td>
</tr>
<tr>
<td>Action Step 8</td>
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<td>(No Response)</td>
<td>(No Response)</td>
<td>(No Response)</td>
<td>(No Response)</td>
<td>(No Response)</td>
</tr>
</tbody>
</table>

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Section III - Action Plan
Copy Goal #3, which you listed in Section II, Question 3, and respond to all questions below.

1. **Goal #3**

   Provide technology-enhanced learning environments to support improved teaching and learning for all students;

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

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

3. **Target Student Population(s)**

   - All students
   - Pre-K-2
   - Grades 3-5/6
   - Middle School
   - High School
   - Students with Disabilities
   - ELL/MLLs
   - Migrant students
   - Homeless students
   - Economically disadvantaged students
   - Students between the ages of 18-21
   - Students who are targeted for dropout prevention or credit recovery programs
   - Other (please identify in Question 3a, below)

4. **List the action steps that correspond to Goal #3 from your answer to Question 1, above.**

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Action Step - Description</th>
<th>Responsible Stakeholder, Select one</th>
<th>If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here, Otherwise, please write &quot;N/A.&quot;</th>
<th>Anticipated month of completion</th>
<th>Anticipated year of completion</th>
<th>Anticipated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Step 1</td>
<td>Research</td>
<td>Investigate strategies to create an Innovation lab or other instructional environment that can be used to support student engagement, intrinsic motivation, critical thinking and curiosity through Maker and STEAM learning experiences with the goal of transferring and adopting the maker mindset and STEAM competencies into the general education classroom.</td>
<td>Director of Technology</td>
<td>Sept. (09)</td>
<td>2019</td>
<td>$1000</td>
</tr>
<tr>
<td>Action Step 2</td>
<td>Research</td>
<td>Review the Middle School's MakerSpace experience and other STEAM initiatives in the WNY area to help inform the creation of an Innovation Lab at one or more of the OP elementary buildings.</td>
<td>Director of Technology</td>
<td>Sept. (09)</td>
<td>2019</td>
<td>$1000</td>
</tr>
</tbody>
</table>
### III. Action Plan - Goal 3

<table>
<thead>
<tr>
<th>Action Step - Select one category.</th>
<th>Action Step - Description</th>
<th>Responsible Stakeholder. Select one.</th>
<th>If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write &quot;N/A.&quot;</th>
<th>Anticipated month of completion</th>
<th>Anticipated year of completion</th>
<th>Anticipated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The goal will be to develop an Innovation Lab that is a space where students will gather to share ideas and use tools and equipment to manipulate, design, build and create solutions to STEAM design challenges.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>06 (2021)</td>
<td>$50000</td>
</tr>
<tr>
<td>Action Step 3</td>
<td>Curriculum Work with elementary computer teachers and middle school technology teachers to develop an curricular unit and purchase equipment needed to that every elementary and middle school student will have an opportunity to participate in STEAM experiences or design challenges every school year.</td>
<td>Curriculum and Instruction Leader</td>
<td>N/A</td>
<td>Sept. (09)</td>
<td>2019</td>
<td>$50000</td>
</tr>
<tr>
<td>Action Step 4</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>June (06)</td>
<td>2021</td>
<td>N/A</td>
</tr>
</tbody>
</table>

5. **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.
### III. Action Plan - Goal 3

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Action Step - Description</th>
<th>Responsible Stakeholder</th>
<th>If you selected ‘Other’ Responsible Stakeholder in the column to the left, please identify here.</th>
<th>Anticipated month of completion</th>
<th>Anticipated year of completion</th>
<th>Anticipated Cost</th>
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For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.
Section IV - NYSED Initiatives Alignment

1. Explain how the district use of instructional technology will serve as a part of comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students.

   The District currently has a 1 to 1 Chromebook initiative in grades 4 through 12. The program was implemented over a three year period starting with a pilot group followed by close evaluation of the program throughout the rollout. Three central objectives were identified:
   - Shift instructional practice to be more student-centered
   - Differentiate learning to meet the needs of all students
   - Extend learning beyond the classroom walls

   Extensive staff development was provided to all teachers on the use of Chromebooks and G-Suite. The district supports two FT teacher coaches who instruct teachers and provide on-going support as they introduce new strategies and work to create project based lessons using various instructional technology tools.

2. 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 curriculum. Describe how instruction is differentiated using technology to support the individualized learning needs of this student group.

   The district has a thorough evaluation process to select mobile devices for use in the on-to-on initiative. The current model is a convertible, touch Chromebook that supports the district use of Google Apps for Education. Chromebooks and Google Apps support the use of assistive technology (AT) that help students with special needs access curriculum and information. Google Apps and Extensions in the Chrome Web Store provide many supports to students with learning challenges. 1 to 1 mobile devices allow students to access curriculum to avoid triggers that may derail focus and instruction. Online curriculum and resources allow them to work without distraction, which lowers anxiety.

   Chromebooks also allow students to access additional resources to support their learning and address their individual needs. There are specialized web apps including: screen readers, text-to-speech and speech-to-text, and screen magnifiers. The district has purchased the 'Read & Write' for Google Docs which is a valuable tool for students with learning difficulties, dyslexia and/or ELL/ESN needs. The Chrome browser also allows high contrast color settings, supports USP connected Braille displays, and voice commands.

   Apps have been identified by the district support staff that support the teacher specialties. These include apps for Speech, Occupational Therapy, Speech Therapy, Physical Therapy and counseling services. Some apps still work better on an iPad and the district will continue to support all devices as needed.

3. How does the district utilize technology to address the needs of Students with Disabilities to ensure equitable access to instruction, materials, and assessments? Check all that apply.

   - 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.
   - 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 3a, below)
IV. NYSED Initiatives Alignment

4. 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 their student language and content learning with the use of technology. Check all that apply.

- 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 to increase options 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 4a, below)

5. How does the district utilize technology to address the needs of English Language Learners/Multilingual Learners to ensure equitable access to instruction, materials, and assessments? Check all that apply.

- 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/MLL 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 5a, below)

6. The district's instructional technology plan addresses the needs of English Language Learners/Multilingual learners to ensure equitable access to instruction, materials, and assessments in multiple languages.

- Yes

6a. If Yes, check one.

- In the 5 most spoken languages in the district

6b. If 'Other' was selected in 6a, above, please explain here.

(No Response)
Please select the professional development that will be offered to teachers of English language learners/multilingual learners that will enable them to differentiate learning and to increase their student language and content learning with the use of technology. Check all that apply.

- Technology to support writers in the elementary classroom
- Technology to support writers in the Secondary classroom
- Research, writing and technology in a digital word
- 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 and 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 7a, below)

How does the district use instructional technology to facilitate culturally-responsive instruction and learning environments?

- 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.
- The district does not use instructional technology to facilitate culturally responsive instruction.
- Other (please identify in Question 8a, below)

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.
## V. Administrative Management Plan

### 1. Staff Plan

<table>
<thead>
<tr>
<th>Staff Category</th>
<th>Full-time Equivalent (FTE)</th>
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<tbody>
<tr>
<td>District Technology Leadership</td>
<td>1.00</td>
</tr>
<tr>
<td>Instructional support</td>
<td>2.00</td>
</tr>
<tr>
<td>Technical Support</td>
<td>10.00</td>
</tr>
<tr>
<td><strong>Totals:</strong></td>
<td><strong>13.00</strong></td>
</tr>
</tbody>
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### 2. Investment Plan

<table>
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<tr>
<th>Anticipated Item or Service. Select one per row.</th>
<th>If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write &quot;N/A.&quot;</th>
<th>Estimated Cost</th>
<th>Is Cost One-time, Annual, or Both?</th>
<th>Potential Funding Source. May check more than one source per item.</th>
<th>If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write &quot;N/A.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 End User Computing Devices</td>
<td>N/A</td>
<td>270,000</td>
<td>Annual</td>
<td>☑ 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</td>
<td>N/A</td>
</tr>
<tr>
<td>2 Professional Development</td>
<td>N/A</td>
<td>15,000</td>
<td>Both</td>
<td>☑ 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</td>
<td>N/A</td>
</tr>
</tbody>
</table>
## V. Administrative Management Plan

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<th>Estimated Cost</th>
<th>Is Cost One-time, Annual, or Both?</th>
<th>Potential Funding Source. May check more than one source per item.</th>
<th>If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write &quot;N/A.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peripheral Devices</td>
<td>N/A</td>
<td>50,000</td>
<td>Both</td>
<td>Bond Act &lt;br&gt; Other (please identify in next column, to the right) &lt;br&gt; N/A</td>
<td>Bond Act &lt;br&gt; Other (please identify in next column, to the right) &lt;br&gt; N/A</td>
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<tr>
<td>Other (please identify in next column, to the right)</td>
<td>Curriculum Work</td>
<td>12,000</td>
<td>Both</td>
<td>BOCES Co-Ser purchase &lt;br&gt; District Operating Budget &lt;br&gt; District Public Bond &lt;br&gt; E-Rate &lt;br&gt; Grants &lt;br&gt; Instructional Materials Aid &lt;br&gt; Instructional Resources Aid &lt;br&gt; Smart Schools Bond Act &lt;br&gt; Other (please identify in next column, to the right) &lt;br&gt; N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Totals:** 347,000
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. Please indicate whether or not the district has a public website.
   The district has a public website.
   4a. Provide the URL of the district’s public website.
       https://www.opschools.org

5. Please indicate whether or not the district has assigned a specific person with responsibility for Information Security.
   No

6. Please indicate whether or not the district has assigned a specific person with responsibility for Information Privacy.
   No

7. Has a district-wide information security and/or privacy audit ever been performed in the district?
   No

8. Does the school district provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms?
   Yes

9. Does the school district provide for educating minors about cyberbullying awareness and response?
   Yes

10. Does the district have an Internet Safety Policy?
    Yes, and I will upload the policy.
    10a. Please upload the district’s Internet Safety Policy.
         8271 Internet Safety Internet Content Filtering.pdf

11. Does the district have a Cyberbullying Policy?
    Yes, and I will upload the policy.
    11a. Please upload the district’s Cyberbullying Policy.
         7550 Dignity for All Students.pdf

12. Does the district have a Parents’ Bill of Rights for Data Privacy and Security?
    Yes, and I will provide the URL to the Parents’ Bill of Rights for Data Privacy and Security.
    12a. What year was the Parents’ Bill of Rights for Data Privacy and Security policy first posted?
         2016
    12b. Please provide the URL to the district’s Parents’ Bill of Rights for Data Privacy and Security.
         https://www.opschools.org/Page/246

13. Does the district have an information breach policy that addresses the district’s planned response to an information breach?
    Yes, and I will upload the policy.
13a. Please upload the policy that addresses the district’s planned response to an information breach.

5672 Information Security Breach and Notification.pdf

14. Provide a direct link to the district’s technology plan as posted on the district’s website.


For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.
Sharing Innovative Educational Technology Programs

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 category that is not on the list.

- [ ] Active Learning Spaces/Makerspaces
- [ ] Culturally Responsive Instruction with Technology
- [x] Device Planning and Implementation (1:1; BYOD)
- [ ] Digital Citizenship
- [ ] Infrastructure
- [ ] OER and Digital Curriculum
- [ ] Personalized Learning
- [ ] Pilots and Proof of Concept
- [ ] Policy, Planning, and Leadership
- [ ] Privacy and Security
- [ ] Professional Learning
- [ ] Project-based Learning
- [ ] 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.

<table>
<thead>
<tr>
<th>Name of Contact person</th>
<th>Title</th>
<th>E-mail address</th>
<th>Innovative Programs. Check all that apply.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please complete all columns.</td>
<td>Deby Eppolito</td>
<td>Director of Technology</td>
<td><a href="mailto:deppolito@opschools.org">deppolito@opschools.org</a></td>
</tr>
</tbody>
</table>

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 in order to obtain more information about the innovative program(s) at your district.
## VI - Sharing Innovative Educational Technology Programs

<table>
<thead>
<tr>
<th>Name of Contact person</th>
<th>Title</th>
<th>E-mail address</th>
<th>Innovative Programs. Check all that apply for each contact name.</th>
</tr>
</thead>
</table>
| Please complete all columns | Nicole Holler | Technology Coach | nholler@opschools.org | ☐ Active Learning Spaces/Makerspaces  
☐ Culturally Responsive Instruction with Technology  
☑ Device Planning and Implementation (1:1, BYOD)  
☐ Digital Citizenship  
☐ Infrastructure  
☐ OER and Digital Curriculum  
☑ Personalized Learning  
☐ Pilots and Proof of Concept  
☐ Policy, Planning, and Leadership  
☐ Privacy and Security  
☐ Professional Learning  
☐ Project-based Learning  
☐ Other Topic A  
☐ Other Topic B  
☐ Other Topic C |
| Please complete all columns | Lisa Krueger | Asst. Supt of Curriculum & Instruction | lkrueger@opschools.org | ☑ Active Learning Spaces/Makerspaces  
☐ Culturally Responsive Instruction with Technology  
☑ Device Planning and Implementation (1:1, BYOD)  
☐ Digital Citizenship  
☐ Infrastructure  
☐ OER and Digital Curriculum  
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| Please complete all columns | (No Response) | (No Response) | (No Response) | □ Active Learning Spaces/Makerspaces |
|                            |               |               |               | □ Culturally Responsive Instruction with Technology |
|                            |               |               |               | □ Device Planning and Implementation (1:1, BYOD) |
|                            |               |               |               | □ Digital Citizenship |
|                            |               |               |               | □ Infrastructure |
|                            |               |               |               | □ OER and Digital Curriculum |
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|                            |               |               |               | □ Other Topic B |
|                            |               |               |               | □ Other Topic C |

| Please complete all columns | (No Response) | (No Response) | (No Response) | □ Active Learning Spaces/Makerspaces |
|                            |               |               |               | □ Culturally Responsive Instruction with Technology |

**Please complete all columns:**
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Please complete all columns

(No Response) (No Response) (No Response)
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