Oneida City School District Technology Plan 2022-2025

Educate · Inspire · Empower

For Review Only.

2022-2025 District Technology Committee

Matt Arthur	*Elementary Teacher*
Debra Becker	*Middle School Library Media Specialist*
Genevieve Brauner	*Administrator for Technology and Special Programs*
Matthew Carpenter	*Superintendent*
Bert Conklin	*Athletic Director*
Eric Coriale	*North Broad Principal*
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Margie Hawthorne	*Middle School Teacher*
Meg Kelly	*Middle School Teacher*
Ellen LeFort	*Elementary Teacher*
Danielle Mullen	*Director of Special Education and CSE Chair*
Angie Sayles	*Elementary Teacher*
Melissa Smith	*Middle School Teacher*
Kristin Spinella	*Technology Integration Specialist, Model Schools*
Stacey Tice	*Assistant Superintendent for Curriculum, Instruction and Assessment*

Planning Process

The Technology Leadership Committee was charged with developing meaningful goals for the 2022-2025 Technology Plan. The committee was tasked with outlining skills, benchmarks, professional development, and timelines for successful technology integration. The Technology Leadership Committee met throughout the school year to collaboratively answer the questions of how technology will continue to have a positive and meaningful impact on education in our district.

The committee read through the NYS Computer Science and Digital Fluency Standards to ensure district goals are in alignment with standards and grade bands. Members worked collaboratively with grade, team and department levels to provide additional input. The committee discussed the current technology plan, the current state of technology and technology needs/ wants of the district. These discussions led to the revision and creation of new goals and action plans for the district.

The collaboration of all stakeholders is held in the highest regard to carry out the vision and goals of the instructional technology plan in a fiscally responsible, timely, and student driven manner. Therefore, in order to provide a technology program that will continue to support and

enhance the educational and administrative programs in our district, the committee continues to meet to ensure the success of the technology plan.

Oneida City School District Mission Statement

To educate, inspire and empower students

Oneida City School District Vision Statement

Students reaching their fullest potential

Instructional Technology Vision Statement

The mission of the Oneida City School District Instructional Technology Department is to ensure that each child is provided with opportunities and technological experiences to help them succeed in educational, social, and employment environments. Students will be provided with technology and learning opportunities that will prepare them to be college and career ready. Our mission is to facilitate meaningful technology integration through careful and creative planning, training, and acquisition of necessary resources.

Instructional Technology Goals

➔ The district will research, define, and establish technology benchmarks for all learners in grades PK-12 by 2025. The Technology Leadership Team will focus on student centered learning environments and the effective use of technology while using the 4Cs and NYS Computer Science and Digital Fluency Standards as the foundation for establishing benchmarks across grade levels.
➔ Teachers in grades PK-12 and support staff will be provided with ongoing and flexible professional development throughout 2022-2025 to support meaningful technology integration into instruction and daily work operations. Professional development will support the continuity of learning and effective use of digital environments while using the 4Cs and NYS Computer Science and Digital Fluency Standards as the foundation.
➔ The district will maintain an up-to-date, secure and reliable network and infrastructure to support the educational and administrative needs of the district. The network and infrastructure will support the current and future integration of devices for enhanced student learning and teaching while keeping best security practices at the forefront of all deployments.

Instructional Technology Goal Breakdown

Goal #1 The district will research, define, and establish technology benchmarks for all learners in grades PK-12 by 2025. The Technology Leadership Team will focus on student centered learning environments and the effective use of technology while using the 4Cs and NYS Computer Science and Digital Fluency Standards as the foundation for establishing benchmarks across grade levels.
SED Goal: Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning
Target Population: All Students

Research: Work with Technology Leadership Team and Technology Curriculum Task Force to research and evaluate the NYS Computer Science and Digital Fluency Standards and selection of technology benchmarks created by the foundation of the 4Cs for students in grades PK-12.

Planning: Work with Technology Leadership Team and Technology Curriculum Task Force to break down the NYS Computer Science and Digital Fluency Standards and grade bands to develop benchmarks for students in grades PK-12.

Professional Development: Work with professional development committee, technology task force, technology leadership team, MORIC, and integration specialist to provide professional development opportunities as well as create a continuous instructional coaching program throughout the school year and summer to support teachers as they work to integrate technology benchmarks.

Implementation: Work with integration specialist and model how technology that is currently being integrated into the classroom is tied to the NYS Computer Science and Digital Fluency Standards. Teachers will begin to implement the NYS Computer Science and Digital Fluency Standards with current technology and begin to implement new techniques as professional development rolls out in 2024-2025.

Evaluation: Evaluate the creation and implementation of technology benchmarks by surveying and meeting with stakeholders. This is a continuous cycle of doing, reflecting, discussing and refining.

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.

Monitoring and evaluating the goals as outlined in the Technology Plan will be conducted throughout the school year. The Technology Director will work with the teachers, Superintendent, Assistant Superintendent for Curriculum, Instruction and Assessment, the Technology Leadership Committee, Technology Task Force, and Technology Integration Specialist. Data from all stakeholders mentioned above, including parents and students, will be collected by conducting online surveys and holding group meetings regarding program implementation and impact to assess the progress made towards achieving the goals outlined. Principals will assess effective classroom technology integration through school building walkthroughs and evaluations utilizing their observation rubric.

As technology benchmarks are researched, defined and established, teacher and student feedback on digital rich learning, professional development, and integration methods will be closely monitored and provide valuable data. Additionally, results from annual surveys, monthly meetings, classroom observations, and student performance will provide a wealth of data for the district to evaluate and pinpoint areas of strength and of growth.

Goal #2 Teachers in grades PK-12 and support staff will be provided with ongoing and flexible professional development throughout 2022-2025 to support meaningful technology integration into instruction and daily work operations. Professional development will support the continuity of learning and effective use of digital environments while using the 4Cs and NYS Computer Science and Digital Fluency Standards as the foundation.

SED Goal: Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.

Target Population: All Staff K-12

Research: Survey staff and work with the professional development committee to refine professional development goals, methods of delivery, resources, and performance expectations. Provide

opportunities for the Director of Technology, Assistant Superintendent for Curriculum, Instruction and Assessment, Integration Specialist and teachers to research and evaluate other successful programs.

Professional Development: Attend a variety of training opportunities and visit other successful programs throughout the school year and over the summer that support meaningful technology integration. Utilize the 4Cs, NYS Computer Science and Digital Fluency Standards, school-wide curriculum and student needs as the compass for which professional development sessions to attend and strategies to implement.

Implementation: Provide a robust menu of ongoing professional development provided by resident experts, in-house integration specialist, and outsourced professional services throughout the school year and over the summer. Staff will learn strategies and skills to provide meaningful technology integration to support all learners in grades PK-12.

Evaluation: Survey and work with Professional Development Committee, Technology Task Force, Technology Leadership Team, Director of Technology, Assistant Superintendent for Curriculum, Instruction and Assessment, Integration Specialist, department leaders, principals and teachers to evaluate the professional development process to increase the effectiveness of instruction. This is a continuous cycle of doing, reflecting, discussing, and refinement.

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.

Monitoring and evaluating the goals as outlined in the Technology Plan will be conducted throughout the school year. The Technology Director will work with the teachers, principals, Superintendent, Assistant Superintendent for Curriculum, Instruction and Assessment, the Technology Leadership Committee, Technology Task Force, and Technology Integration Specialist. Data from all stakeholders mentioned above will be collected by conducting online surveys and holding group meetings regarding professional development opportunities, program implementation and impact to assess the progress made towards achieving the goals outlined. Principals will assess effective classroom technology integration through school building walkthroughs and evaluations utilizing their observation rubric.

Feedback on meaningful professional development and integration methods will be closely monitored and provide valuable data. Additionally, results from annual surveys, monthly meetings, classroom observations, and teacher performance will provide a wealth of data for the district to evaluate and pinpoint areas of strength and of growth.

Goal #3 The district will maintain an up-to-date, secure and reliable network and infrastructure to support the educational and administrative needs of the district. The network and infrastructure will support the current and future integration of devices for enhanced student learning and teaching while keeping best security practices at the forefront of all deployments.

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

Target Population: All Students

Budgeting: Work with current budget and any available funding streams to maintain infrastructure, support daily classroom operations, and purchase devices in support of an anywhere and anytime learning initiative.

Infrastructure: Maintain health and security of current infrastructure to support district, classroom and virtual learning operations.

Purchasing: Work with current budget, ERate and SmartSchools funding to support district and classroom operations while keeping best security practices at the forefront of all deployments. Essential devices and security measures will be deployed to ensure optimal performance.

Professional Development: Information regarding new deployments or procedural updates will be provided to staff, students, and families through mass communication tools, training, Google Classroom, faculty meetings, and IT notices.

Evaluation: Evaluate the security and effectiveness of the current infrastructure, wireless access and end-user devices by daily operation reports and make revisions as demands are placed on the network. This is a continuous cycle of doing, reflecting, discussing and refinement.

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.

Monitoring and evaluating the goals as outlined in the Technology Plan will be conducted throughout the school year. The Technology Director and Network Administrator work closely to maintain an up-to-date, secure and reliable network and infrastructure to support the educational and administrative needs of the district. Evaluation on the success of any implementation is product and user dependent. Continuous monitoring of hardware and software is how the technology department measures the functionality and success of products and services. Additionally, the Technology Director and Network Administrator works with data from professional development opportunities, regional meetings, and district stakeholders to ensure educational and administrative needs are met and continue to prepare for the future of learning. Daily operations provide a wealth of data for the district to evaluate and pinpoint areas of strength and of growth.

SED Instructional Technology Questions / Answers

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.

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The committee read through the NYS Computer Science and Digital Fluency Standards to ensure district goals are in alignment with standards and grade bands. Members worked collaboratively with grade, team and department levels to provide additional input. The committee discussed the current technology plan, the current state of technology and

technology needs/ wants of the district. These discussions led to the revision and creation of new goals and action plans for the district.

The collaboration of all stakeholders is held in the highest regard to carry out the vision and goals of the instructional technology plan in a fiscally responsible, timely, and student driven manner. Therefore, in order to provide a technology program that will continue to support and enhance the educational and administrative programs in our district, the committee continues to meet to ensure the success of the technology plan.

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

The 2018-2021 technology plan focused on establishing benchmarks, increasing professional development, building security, and expanding wireless and increasing access to end-user devices. The closure of schools allowed access to classrooms for the expansion of the wireless network and expansion of cameras. The pandemic sped up the 1:1 goal from the previous plan, and the district has implemented a repair and replacement plan for student devices. Professional development increased to reach the needs of overnight virtual learning requirements.

Digital Skills, Professional Development and Secure and Reliable Infrastructure will serve as the foundation of the new technology plan.

Instructional technology is no longer about substituting traditional activity in the classroom. Upon establishing technology benchmarks in alignment with the NYS Computer Science Digital Fluency Standards teachers will focus on whether students are utilizing technology as a way to collaborate, explore, think, and share or simply using the technology to consume content.

Through ongoing and targeted professional development, staff members will learn strategies and skills for a more thoughtful inclusion of technology. Meaningful, purposeful, and efficient use of technology in addition to content delivery will prepare students of all levels of learning for success both inside and outside the traditional classroom walls. Teachers will be provided opportunities to explore and redefine how technology can accommodate a variety of curriculum needs, student needs and learning styles in a meaningful way.

Secure and reliable access to technology will support the rigorous academic standards and increase the performance of our students by redefining and increasing the multiple pathways of learning that technology can provide. The Technology Director will continue to work with stakeholders to evaluate new technology and learning resources so that staff and students feel empowered to use technology both inside and outside the traditional classroom walls.

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

During the height of the COVID pandemic, there was a significant shift in how technology was being utilized to deliver instruction and maintain daily work operations. An overnight demand was placed on the security and utilization of remote working and learning. The pandemic highlighted the need for a quick 1:1 deployment for students and faculty, quick turnaround in

device repair, showed gaps in wireless access at home, created a need for a student and parent ticket system, generated a need for adjustments in network security, and a revised focus on intensive and focused professional development. These needs required the quick shift from classroom Chromebooks to individually assigned and delivery of devices. New devices and hotspots were quickly purchased and deployed to fill in gaps at all grade levels. While the district always had a summer professional development camp, the amount of classes provided doubled and were available for families to attend. The process of acquiring and maintaining additional devices, securing infrastructure, and a focus on professional development are reflected in this technology plan and are a major result of the pandemic and how we utilize technology in the classroom today.

Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision.

Oneida CSD will continue to provide professional development for technology integration in support of the district technology plan through the use of: Superintendent's Conference and grade-level days, department meetings, summer workshops, Google Classroom, virtual training sessions, and the use of subs to release teachers during school hours. Surveys, pre/post feedback forms, department level meetings, and teacher check-ins provide the district with meaningful feedback that guide purposeful and flexible professional development opportunities in the future.

The district will continue to leverage professional development provided by the Mohawk Regional Information Center and Madison Oneida BOCES programs. Additionally, the district has contracted with the Mohawk Regional Information Center Model Schools Program for a .4 FTE integration specialist who conducts in-house workshops, provides 1:1 classroom support, maintains a professional development Google Classroom and conducts asynchronous and blended model training sessions.

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 COVID pandemic forced school districts, teachers, students and IT departments to rethink how technology can support learning. As advancing technology creates new opportunities, the traditional concepts of schools and business models are being challenged. COVID has changed how and from where people work with virtual Classrooms, video conferencing, and flipped learning models. The changes were rapid and served a purpose. Now, we must use technology thoughtfully. This plan addresses the needs heard from teachers and administrators as we returned back to school and combined existing teaching practices with new technologies and new learning methods. Thoughtful and targeted professional development opportunities will allow teachers to grow and leverage their ability to use technology in an even more transformative and meaningful way. Technology leadership teams and task forces will define and establish technology benchmarks and integration methods. The post-COVID focus is on student centered learning environments and the effective use of current technology while using the 4Cs and NYS Computer Science and Digital Fluency Standards as the foundation.

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.

During the height of the COVID pandemic, there was a significant shift in how technology was being utilized to deliver instruction and maintain daily work operations. An overnight demand was placed on the ability for remote working and learning. Since then, the district has been 1:1 for all staff and students with the ability to work and learn from anywhere. Both students and staff are in the process of being assigned replacement devices as needed. A ticket system specifically for students and parents has been implemented for a place to assist for both hardware and online learning questions. Wireless infrastructure was replaced and enhanced using SmartSchools funding and was completed during the building closures. Wireless hotspots continue to be provided to any staff or student who lacks connectivity at home. Hotspots are also available for staff members who attend conferences off school grounds to prevent them from connecting to free conference or hotel access points. Outdoor wireless spots are available at the high school for 'parking lot' learning and community access. The district will continue to invite families to our summer professional development. Security enhancements to the network and infrastructure continue to be a main priority and is a part of daily operations. Security allows for "everywhere, all the time" learning while maintaining network integrity for uninterrupted learning.

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.

Technology is used to differentiate across all areas for individual learning needs regardless of whether technology is noted on an IEP. Lessons are taught with technology assistance to modify pacing and content with Google Classroom, Google extensions such as Screencastify, and a variety of online applications.

Some additional specific examples are:

- Touch screens on all Chromebooks
- Interactive Boards
- Text to speech and speech to text software
- OCR Readers for braille printing
- Assistive extensions with highlighters, voice note taking, screen masking, high/low contrast settings, screenshot reading and picture dictionary.