**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?**

   Kurt Peavey

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

   Director of Technology

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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?**

   The mission of Madison Central School's students, staff, faculty, administration, and the board of education, in cooperation with the community, is to provide a safe, healthy environment, commit to a high level of academic achievement, develop leadership and good citizenship, and promote a positive attitude toward success in life and life-long learning.

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

   Technology Vision Statement Madison Central School District will utilize technology to help meet the needs of all students and to better prepare them to become successful members of society and the workplace by:
   - Incorporating technology into all areas of curriculum
   - Providing alternative methods of learning for different learning styles
   - Allowing students to access, analyze, create, and exchange information using technological resources
   - Providing the means, training, resources, and evaluation opportunities to help faculty and staff to incorporate technology into their curriculums
   - Providing access to students, faculty, staff and community to available technological resources

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 stakeholder groups that are present on the technology planning committee include administrators, teachers, BOE members, parents, students, community members.   Technology Director frames out work to be done and completes some of the plan. Meet and gather input from Madison Administrative Team in regards to assessment of former plan and for goals/action plan. Technology Committee Review & Approval of Technology Plan - Technology Committee participants/Open meeting - Provides the technology committee an opportunity for question/answer and provides district clear picture of technology use and needs for the future. Final Board of Education Review & Approval of Technology Plan - Board of Education/BOE Regular Meeting - Provides the BOE and attendees the District's technology goals and uses for the future. On-Going - Gather input from teachers, administrators, students and parents on current technology use and needs - Technology Committee/Open meeting - Opportunity to review current technology use, formulate possible changes and contemplate future needs. On-Going - Gather input from teachers, administrators, students and parents on current technology use and needs.- Technology Committee/Open meeting - Review Technology Plan and allow for opportunity for necessary changes. Technology Committee Meetings occur roughly monthly throughout the school year.

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 MCS Technology Plan utilized our newly formed positions of Director of Curriculum, Instruction and Special Education and our Instructional Coach as well as other members of the Technology Committee.  These new members to the committee have provided new insight and have helped identify strengths and areas of improvement based upon our previous technology plan. This plan will address areas of improvement such as implementation of professional development and providing one-to-one teacher development via the Instructional Coach and Technology Coordinator. The previous plan helped plan our 1:1 program successfully.  The current plan addresses replacement needs and infrastructure updates.

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

   Madison Central School District was very close to a 1:1 device to student ratio before the COVID pandemic. Very few changes were needed and currently all Pre-Kindergarten and Kindergarten students have access to an ipad for school and home use and grades 1-12 each have been assigned a chromebook for school and home use. Primary concerns for Madison during the pandemic were home internet connectivity which were addressed through the use of hot-spots where applicable.  Currently, Madison has been involved with the New York State ConnectED program that provides hotspots to students in need of home connectivity.  Professional development delivery methods were modified during the pandemic to accommodate social distancing, quarantines, etc. Many professional development sessions were provided via google meets or zoom meetings from both Madison staff and the MORIC's Model Schools program. Madison teachers learned during the pandemic to modify and evaluate their delivery methods and to accommodate students with various technology tools often times during classes themselves.

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

   Yes

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**7.**　　**Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision as stated in response to question 2.**

Madison Central School District Professional Development Plan for Technology As a small district, our focus audience for all technology in-service includes Pre-k - 12 staff.  It is our goal that all in-service is a hands-on experience where faculty not only learn but also participate whether in-person or via google meet.

- Turnkey Trainers: Teachers will participate in Model Schools training and other professional development opportunities such as workshops in order to incorporate strategies and blended learning structures into classroom development and practice.  Thus, encouraging reluctant staff, building trust and willingness to try and learn, maintaining continuous support and growth among faculty.
- Faculty Meetings: Through turnkey trainers, building principals will create technology learning opportunities for teachers and staff including use of google classroom, STEAM topics, classroom management practices and innovation.
- Technology Director: The Technology Director will provide hands-on technology learning opportunities for faculty within the classroom along with the teacher. The Technology Director will also assist teachers in developing project-based activities infused with technology including assisting students and teachers in the use of 1:1 devices as an instructional tool, STEAM integration, and other technology innovations.

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

III. Goal Attainment

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

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

    Significantly

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

    Moderately

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

    Significantly

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

    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:**

    Moderately

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1. **Enter Goal 1 below:**

To provide professional development opportunities that enables faculty/staff to access and utilize technology effectively for the 21st century.

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.**

This goal will be assessed using: Comments from teachers, students, staff, parents and area business and community members. Administration reports on technology use in classrooms through teacher and classroom observations. Teacher proficiency in select initiatives, tools, and methods of technology use and integration will be assessed by means of a needs assessment survey each year. This self-assessment will be given to the teachers at year-end. This will assist the technology committee's decisions and revisions on the technology plan.

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 | Assess district staff to determine professional development needs related to technology. | Building Principal | N/A | 06/30/2025 | 0 |

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|  | Action Step | Action Step - Description | Responsible Stakeholder: | 'Other' Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---|---|---|---|---|---|---|
| Action Step 2 | Professional Development | Develop staff development opportunities for improvement in competencies related to technology available in the school district. | Building Principal | N/A | 06/30/2025 | 0 |
| Action Step 3 | Professional Development | Partner with other entities to provide additional professional development opportunities for faculty and staff (i.e.Model Schools, etc.) | Building Principal | N/A | 06/30/2025 | 0 |
| Action Step 4 | N/A | N/A | N/A | N/A | 01/19/2022 | 0 |

7.   **This question is optional.  If more action steps are needed, continue to list the action steps that correspond to Goal #1 from your answer to Question 1, above.**

|  | Action Step | Action Step - Description | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---|---|---|---|---|---|---|
| Action Step 5 | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) |
| Action Step 6 | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) |
| Action Step 7 | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) |
| Action Step 8 | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) |

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**1.    Enter Goal 2 below:**

To promote and increase technology integration to enhance instruction and to increase student success in the 21st century.

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

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

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

☑ All students
☐ Early Learning (Pre-K -3)
☐ Elementary/intermediate
☐ Middle School
☐ High School
☐ Students with Disabilities
☐ English Language Learners
☐ Students who are migratory or seasonal farmworkers, or children of such workers
☐ Students experiencing homelessness and/or housing insecurity

☐ Economically disadvantaged students
☐ Students between the ages of 18-21
☐ Students who are targeted for dropout prevention or credit recovery programs
☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
☐ Students who do not have internet access at their place of residence
☐ Students in foster care
☐ Students in juvenile justice system settings
☐ Vulnerable populations/vulnerable students
☐ Other (please identify in Question 3a, below)

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

☑ Teachers/Teacher Aides
☑ Administrators
☐ Parents/Guardians/Families/School Community
☑ Technology Integration Specialists
☐ Other

**5.    How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process.  Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.**

This goal will be assessed using: Usage data such as student google usage and device usage Network usage data Teacher/staff observations Computer-based testing observations Review of digital student portfolio  Surveys of staff, students, and/or families relating to device and google account usage Data will be collected and presented to the technology committee. Comments from teachers, students, staff, parents and area business and community members may be referred to the Technology Committee at any time. The Technology Committee will receive reports from administration regarding the integration of technology into curriculum. Administration will also report on technology use in classrooms through teacher and classroom observations. Student proficiency will be measured in the elementary by teacher observation and student products. Measurments will also include state assessments, Regents Exams, NYS grade 3-8 assessment data, STAR diagnostic testing. In the middle school and high school, students will be assessed through classroom project rubrics through their instructors.

**6.    List the action steps that correspond to Goal #2 from your answer to Question 1, above.  All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

|  | Action Step | Action Step - Description | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---|---|---|---|---|---|---|
| Action Step 1 |  |  |  |  |  |  |

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| | Action Step | Action Step - Description | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---|---|---|---|---|---|---|
| | Professional Development | Plan for and embed meaningful digital learning experiences into curriculum. | Building Principal | N/A | 06/30/2025 | 0 |
| Action Step 2 | Implementation | Expand STEAM class to include additional innovative technology. | Building Principal | N/A | 06/30/2025 | 12000 |
| Action Step 3 | Implementation | Increase the integration of STEAM type lessons into general education classes. | Director of Technology | N/A | 06/30/2025 | 0 |
| Action Step 4 | N/A | N/A | N/A | N/A | 06/30/2021 | 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:**

To maintain and develop existing and future technological infrastructure to support all learning initiatives.

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

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

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

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

This goal will be assessed using: Usage data such as student google usage and device usage Network usage data Needs assessments will be conducted to ascertain the needs of the district as it pertains to network reliability, communication and security

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 | Infrastructure | Monitoring regular use of network system. To support technology in the district the Technology Coordinator will keep track of network | Director of Technology | N/A | 06/30/2025 | 0 |

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|  | Action Step | Action Step - Description | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---|---|---|---|---|---|---|
|  |  | usage. |  |  |  |  |
| Action Step 2 | Infrastructure | Continue replacing and re-deploying hardware including switches and other infrastructure. | Director of Technology | N/A | 06/30/2025 | 45000 |
| Action Step 3 | Infrastructure | Maintenance Services: work order turnaround. | Director of Technology | N/A | 06/30/2025 | 0 |
| Action Step 4 | N/A | N/A | N/A | N/A | 06/30/2021 | 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) |
| 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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V. NYSED Initiatives Alignment

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

   The Madison Central School District will utilize instructional technology to support rigorous academic standards attainment and performance improvement for students by integrating project-based learning activities that will align with classroom curriculum. The Madison Central School District's mission is to educate all students to their personal and academic potential. This will be achieved through four goals including: life-long learners, skilled communicators, global citizenship and critical thinkers. Through the use of our 1:1 device initiative, STEAM curriculum, and professional development our goal is to enhance our students understanding of the world around them, improve our communication skills, and work to improve our global awareness. Technology is the key to interacting and understanding other cultures and society and is a means to improve our interactions in it. Teachers utilize interactive tv's in classrooms along with their chromebooks to illustrate classroom lessons and curriculum. Students also are able to develop and demonstrate their understanding of skills and concepts through their 1:1 device. All students are able to use technology to access and participate in learning through their own style and ability.

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.**

   * Every student and staff member will have a chromebook or ipad device that allows equitable access to learning. Devices will also be available for home use for all staff and students. * Through the NYS ConnectED program every student who does not have adequate WiFi at home will have a AT&T hotspot for home use. * District network and infrastructure will be maintained and consistently updated so all staff and students will have equitable access in school buildings. * The District's professional learning plan will be fluid to allow flexible professional development opportunities to address staff and student needs.

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.**

   To ensure that students with disabilities that are either in the public school setting or have been placed in nonpublic schools have access to and participate in the general curriculum the CSE chairperson will consult with the Technology Coordinator to ascertain whether current technology is in the District's inventory and if that technology will address the needs of the student. If the technology is not readily available the district will research and, if possible, obtain samples or demos to potentially technology to purchase. If possible the student will try the technology first-hand. If the technology addresses the needs of the student the district will purchase it. Technology that Madison Central School District utilizes for our special education students include text-to-speech software on chromebooks, FM Audiological Systems, touchscreen monitors and touchscreen chromebooks, ipads, Visual Scheduler App, and virtual reality. Each of these tools are used to give our students the accommodations they need to have equal access to learning. Text-to-speech software is used to allow students with reading difficulties to acquire the knowledge and understanding from written text that they may not have been able to acquire on their own. The Visual Schedule app assists our autistic students in planning for their day and helps them to relieve their anxiety of the unknown. Able to see their schedule throughout the day, check off what they have already attended and understand what class is coming next. The FM Audiological System allows our students with hearing difficulties to be able to sit anywhere in the room, collaborate while still hearing instruction and conversations going on around them.

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)

V. NYSED Initiatives Alignment

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5. **Please select the professional development that will be offered to teachers of students with disabilities that will enable them to differentiate learning and to increase student language and content learning through the use of technology.  Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

☑ Technology to support writers in the elementary classroom

☑ Technology to support writers in the secondary classroom

☑ Research, writing and technology in a digital world

☐ Enhancing children's vocabulary development with technology

☑ Reading strategies through technology for students with disabilities

☑ Choosing assistive technology for instructional purposes in the special education classroom

☑ Using technology to differentiate instruction in the special education classroom

☑ Using technology as a way for students with disabilities to demonstrate their knowledge and skills

☑ Multiple ways of assessing student learning through technology

☑ Electronic communication and collaboration

☑ Promotion of model digital citizenship and responsibility

☑ Integrating technology and curriculum across core content areas

☑ Helping students with disabilities to connect with the world

☐ Other (please identify in Question 5a, below)

6. **How does the district utilize technology to address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

☑ Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through class website or learning management system).

☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).

☑ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.

☑ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.

☑ Home language dictionaries and translation programs are provided through technology.

☑ Hardware that supports ELL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.

☑ Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.

☑ Learning games and other interactive software are used to supplement instruction.

☐ Other (Please identify in Question 6a, below)

7. **The district's Instructional Technology Plan addresses the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments in multiple languages.**

Yes

7a. **If Yes, check one below:**

In the 5 languages most commonly spoken in the district

7b. **If 'Other' was selected in 7a, above, please explain here.**

(No Response)

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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)

V. NYSED Initiatives Alignment

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9. **How does the district utilize technology to address the needs of students experiencing homelessness and/or housing insecurity to ensure equitable access to instruction and learning? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

☑ 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.

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

VI. Administrative Management Plan

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

|  | Full-time Equivalent (FTE) |
|---|---|
| District Technology Leadership | 0.30 |
| Instructional Support | 0.30 |
| Technical Support | 0.20 |
| **Totals:** | **0.80** |

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 | Network and Infrastructure | N/A | 45,000 | One-time | ☐ BOCES Co-Ser purchase<br>☐ District Operating Budget<br>☐ District Public Bond<br>☐ E-Rate<br>☐ Grants<br>☐ Instructional Materials Aid<br>☐ Instructional Resources Aid<br>☑ Smart Schools Bond Act<br>☐ Other (please identify in next column, to the right)<br>☐ N/A | N/A |
| 2 | End User Computing Devices | N/A | 20,000 | One-time | ☐ BOCES Co-Ser purchase<br>☐ District Operating Budget<br>☐ District Public Bond<br>☐ E-Rate | N/A |

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| | Anticipated Item or Service | "Other" Anticipated Item or Service | Estimated Cost | Is Cost One-time, Annual, or Both? | Potential Funding Source | "Other" Funding Source |
|---|---|---|---|---|---|---|
| | | | | | ☐ Grants<br>☐ Instructional Materials Aid<br>☐ Instructional Resources Aid<br>☑ Smart Schools Bond Act<br>☐ Other (please identify in next column, to the right)<br>☐ N/A | |
| 3 | Professional Development | N/A | 5,000 | N/A | ☑ BOCES Co-Ser purchase<br>☑ District Operating Budget<br>☐ District Public Bond<br>☐ E-Rate<br>☐ Grants<br>☐ Instructional Materials Aid<br>☐ Instructional Resources Aid<br>☐ Smart Schools Bond Act<br>☐ Other (please identify in next column, to the right)<br>☐ N/A | N/A |
| 4 | N/A | N/A | 0 | N/A | ☐ BOCES Co-Ser purchase<br>☐ District Operating Budget<br>☐ District Public Bond<br>☐ E-Rate<br>☐ Grants<br>☐ Instructional Materials Aid<br>☐ Instructional Resources | N/A |

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VI. Administrative Management Plan

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| | Anticipated Item or Service | "Other" Anticipated Item or Service | Estimated Cost | Is Cost One-time, Annual, or Both? | Potential Funding Source | "Other" Funding Source |
|---|---|---|---|---|---|---|
| | | | | | Aid<br>☐ Smart Schools Bond Act<br>☐ Other (please identify in next column, to the right)<br>☑ N/A | |
| **Totals:** | | | 70,000 | | | |

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?**

      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.**

      www.madisoncentralny.org

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

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

VII. Sharing Innovative Educational Technology Programs

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1. **Please choose one or more topics that reflect an innovative/educational technology program that has been implemented for at least two years at a building or district level. Use 'Other' to share a topic that is not on the list.**

   ☐ 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<br>☐ Active Learning Spaces/Makerspaces<br>☐ Blended and/or Flipped Classrooms<br>☐ Culturally Responsive Instruction with Technology<br>☐ Data Privacy and Security<br>☐ Digital Equity Initiatives<br>☐ Digital Fluency Standards<br>☐ Engaging School Community through Technology<br>☐ English Language Learner<br>☐ Instruction and Learning with Technology<br>☐ Infrastructure<br>☐ OER and Digital Content<br>☐ Online Learning<br>☐ Personalized |

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

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

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

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.