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Section I - District LEA Information

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

    Michael Tuttle

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

    Assistant Superintendent

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

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Section II - Strategic Technology Planning

1. **What is the overall district mission?**

    We strive to provide fiscally sound educational opportunities in a safe environment that continuously supports our diverse student population. We will enable all students to graduate, to reach their full potential, to become lifelong learners, and to be competitive, productive members of society.

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

The Enlarged City School District of Middletown is committed to using technology to support learning in our schools and homes by building a community of learners that extends beyond the four walls of our classrooms. We have built on-going community initiatives and partnerships to involve parents and other community members in our efforts to improve our schools. We are using technology, including our website, video programming (Middie TV) and a parent notification system, to communicate and involve parents in their children's schooling. We also use parent meetings, which include special Spanish (ESL/Bilingual population) and students with disabilities sessions to inform parents and increase their involvement. We will increase our collaboration with public libraries and adult literacy providers within the community. While our primary focus is on student learning, through our electronic learning community, we will provide significant benefits to all members of our community, including:

• Students
• Teachers
• Administrators
• Support Staff
• Parents
• Public library and higher education
• Other community and business members

Powerful information and communications technology (ICT) will strengthen the quality of our teaching, thereby helping us to meet the current academic and social needs of all our students, preparing them for continued personal and educational growth as lifelong learners. We believe that equipping our schools with current technology is important. We know that a well-developed and well-supported technology infrastructure will address NCLB, FCC E-rate and New York State learning standards. We will prepare our students for the challenges they will face in the current and future economies, and increase the opportunities that will encourage them to remain members of the Middletown community. Our core focus is on the development of communications including reading, writing, speaking, listening, digital literacy and mathematical competency for all our children. Furthermore, we built this technology plan upon the concepts reflected in the National 21st Century Skills Partnership Initiative, Framework for 21st Century Learning (P21), National Educational Technology Standards (NETS) and Science, Technology, Engineering, Art, and Mathematics (STEAM) coalition. These combined approaches reflect the skills all students need for graduation. We believe that preparing our students through the use of information and communications technology is critical to their future success. These technologies include computers, networked information, video conferencing, Web 2.0 and Web 3.0 resources, the Internet and all varieties of electronic media and tools.

Our vision for technology's potential for all members of our community is reflected in the following uses of digital technology creating a globalized environment:

• Mobility
• Global awareness
• Communication and collaboration
• Information literacy
• Access to information, instructional resources, and lessons
• Productivity tools for staff and students
• Support for data driven decision-making (D3M)
• Data representation and graphical presentation of information
• Engaging learners in discovery and project-based learning that supports a constructivist learning model
• Preparing students with the 21st Century Skills and P21 Framework
• Supplemental instruction to address the needs of diverse learners:
• Academic Intervention Services (AIS)
• English as a Second Language (ESL)
• Student Enrichment (SUPA)
• Mastery Classes
• Transitional Classes
• Two-Year Kindergarten
• Mid-Point Classes
• Summer School Institute
• Students with Disabilities
• 504 Accommodations

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

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	List Goals
Goal 1	To expand teacher and student use of mobile technology in the classroom focusing on technology-enriched English Language Arts (ELA), Mathematics, Literacy, Science, and Social Studies. Technology will support instruction, reinforce student skills, provide alternative instructional methodologies for teaching and learning, and foster internet safety and digital literacy. Including assistive technology and private school needs. Lastly, the District will implement technology-enhanced, resource-rich, personalized learning environments. 1. Personalized Learning Priorities K-6 1. Personalized learning environments through the use of prescriptive digital content aligned to NYS CCLS ~ adaptable as well as assignable content 2. Small group instruction, center and workstation activities in ELA and Mathematics ~ targeted at student strengths and skill gaps with student voice and choice at the center of planning 3. Shift from teacher control of learning toward student control of learning 2. Personalized Learning Priorities 7-12 1. Personalized learning environments through the use of prescriptive digital content aligned to NYS CCLS ~ adaptable as well as assignable content 2. Small group and targeted instruction using various student data 3. Shift from teacher control of learning toward student control of learning 4. Enhance classroom experience through the use of large capacity collaborative learning environments. 3. Assistive technology K-12 1. Apps and programs are loaded to the assistive technology devices based on student need. Some of these programs/ apps include, but are not limited to iBooks, Voice Dream, Calculator, Dictionary, Google Docs, Google Read and Write, Chrome, Letter Reflex, Math Duel, Dragon Dictation, Cowriter, VoiceOver, Zoomtext USB Magnifier, Read2Go, Bookshare, voice recognition and word prediction software.
Goal 2	To sustain existing professional development opportunities and develop new approaches focused on safe, ethical use of the Internet and integrating technology into the standards based curriculum. We will continue to assist our staff towards a classroom integration model by continuing to train staff in the use of hardware and software.
Goal 3	To focus on using our student information system (SIS) and Data Driven Decision Making (D3M) with emphasis on student growth and achievement. Configure and develop itemized reporting from Naiku. Utilize Ed Vista, New York State Testing and Accountability Reporting Tool (nySTART), SIRS Manual, the Mid-Hudson Regional Information Center, and NWEA. These systems allow us to make data-driven decisions about teaching and learning.

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

Yes

4a.   **List Goal #4**

To expand and support our technology infrastructure. The district-wide expansion includes installing additional physical security and video surveillance in all buildings. Supporting VoIP system, rapid broadcast system, digital signage, wireless communication, streaming video, and upgrading all data closets and WAN to a 40 gigabyte network. Additionally, researching and implementing a community wireless mesh for home Internet access for all community members.

5.   **Do you want to list a fifth goal that will drive attainment of the vision?**

No

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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.**

This technology plan provides both revisions and additions to the District Technology Plan developed in May 2013 and June 2015. This plan was collaboratively developed with a District team. Participants in the development of the plan included key technology staff as well as administrative staff from curriculum and instruction, teacher representatives, board of education and community members.

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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.**

Ongoing professional development is critical to effective teachers. Middletown has established the following five key areas of focus for professional development:

1. Teacher integration and use of presentation systems
2. Student use of technology within the curriculum
3. Teacher use of data for decisionmaking
4. More effective use of software tools and Internet learning systems (ILS) applications to develop student skills
5. Support of students with special needs
6. Safe and ethical use of district computer system (DCS)

Clearly, all professional development must concentrate on the goal of graduating students who are knowledgeable and competent learners fully prepared with 21st century information and communications skills (www.21stcenturyskills.org). Helping teachers to understand how and where to use technology tools and resources to link with curriculum and instruction is a major area of professional development focus. Middletown has implemented professional development programs that focus on a strong standard based curriculum and remain consistent with the goal of training and supporting teachers in the use of technology. The District has and will continue to offer, a wide range of courses for teachers delivered in a variety of time frames and formats.

The professional development offerings of the district are designed to help teachers become more comfortable integrating technology into teaching and learning. Research has demonstrated that the teacher is the most critical variable in the successful use of technology in the classroom, not the hardware or software used. Therefore, Middletown believes it is important to address the factors that can determine a successful professional development program focused on the integration of technology. Moving teachers forward in their technology skills to the next level requires training that helps teachers to develop familiarity with specific computer software tools for personal (teacher) productivity (e.g. Google Apps and Gmail), as well as for use as student information, access and communication tools. Tools are generalpurpose software packages that can be applied within and across many disciplines. Tool-level training is intended to help teachers learn a variety of general tools that they can then use in their lessons, and have their students use. Middletown has established a basic software toolkit, which is available on all mobile devices. Standardization ensures compatibility across the district. The highest level of computer use focuses on extending the ability to integrate technology into curriculum, instruction, and assessment. The District must provide technology training so teachers can plan and implement instructional experiences that are appropriate to the curriculum, relevant to each learner's needs and experiences, and promote safe/ethical use of the DCS. This training allows teachers to become:

• Capable information technology users
• Information seekers, analyzers, and evaluators
• Problem solvers and decisionmakers
• Creative and effective users of productivity tools
• Communicators, collaborators, publishers, and producers
• Informed and responsible technology users

These are the same skills expected of students. Staff development and training will need to focus on all areas listed above with a particular focus on integration and safe/ethical use. Staff development in the integration of technology into the teaching and learning process is the most extensive and involved part of our staff development process. Teachers need to understand connections between technology resources and their impact on learning. These factors include:

• Providing a facility for training staff such as computer labs or library/media centers in the buildings.
• Providing access to technology for teachers after training to practice what they have learned.
• Ensuring a district commitment to teacher experimentation and preparation of lessons and examples. All learners need time to assimilate what they have learned, and to apply it to their own needs.
• Ensuring that teachers have access to technical assistance and support.
• Ensuring that the curriculum expectations and applications of technology are explicitly identified. Teachers need to know the District's vision and goals for students.
• Ensuring that successful practices are shared with staff.
• Trained teachers model successful approaches with the staff.
• Building on a mentoring approach, teachers in each school provide this support. In addition, the district website will serve as a portal for exemplary lessons developed by teachers to be shared globally.
• Ensuring that curriculum reviews and textbook selections reflect technology applications.
• Ensuring that staff development examines the curriculum and instructional impacts of technology, including the changes brought about in classroom management.

Implementation of certain policies and procedures will be critical to the success of Middletown's professional development program for technology integration and use:

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- Staff development policies address the training which teachers need
- to effectively use workstations in their classrooms.
- Acceptable Use Policy (AUP) for technology and the Internet for both
- staff and students, as a part of the disciplinary code. An AUP is now
- in place, in addition to the Internet filtering implemented as a part of
- the requirements under ERate and the Child Internet Protection Act
- (CIPA).
- The District will build upon and share the ISTE Standards that will
- define a clear sequence by grade level
- Policies will be created for adding software to the network, including
- addressing copyright adherence.

Staff development approaches in Middletown will encompass the following:
- Largegroup awareness sessions
- Workshops for staff in the computer labs
- In-class modeling and co-teaching
- Use of electronic course materials via the web or multimedia video

Middletown will also explore a wide range of staff development approaches to ensure that technology is implemented within and across the district's curriculum. The approaches will depend on the nature of the staff, the specific curriculum area, and the technology applications used. Other approaches to professional development will include:
- Webbased, digitalbased, streaming video, videos, and learning materials for individual training and updating of skills. Webbased discussion (e.g. Open Source) can be an important part of the district's approach to professional development.
- Using outside consultants and trainers including videoconferencing and satellite
- Technologies.
- Attendance at professional workshops, seminars and courses
- A variety of staff incentives, release time, staff development days and summer
- curriculum work to maximize the opportunities for staff training.

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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 Assistant Superintendent for Administration and Support Managers will be responsible for preparing a summary report once a year for each of the four goals, in June to be presented to the Superintendent.

Goal One Evaluation

This report will include activities related to Goal One targeted for that year, and provide the status of their implementation. In order to evaluate activities related to Goal One, the Assistant Superintendent for Administration will:

- Provide a summary count of all hardware and software by building
- Conduct a web-based survey of teachers and students in the spring of each year to assess the level of access to and perceived value of the technology in each school.
- Collect attendee feedback, via web-based evaluation, after each technology related professional development course to identify successful practices and areas for improvement
- Continue to examine student academic achievement data including NYS test data and other performance measures relative to student growth, and identify potential patterns of academic success, as related to specific technology applications.

Goal Two Evaluation

This report will include activities related to Goal Two targeted for that year, and provide the status of their implementation. In order to evaluate activities related to Goal Two, the Assistant Superintendent for Administration will:

- Collect attendee feedback, via web-based evaluation, after each technology related professional development course to identify successful practices and areas for improvement
- Conduct a yearly web-based survey of staff professional development needs and staff skills related to technology
- Provide a summary of all technology-related professional development delivered.
- Conduct a web-based survey of teachers and students in the spring of each year to assess the level of access to and perceived value of the technology in each school.
- Develop new professional development opportunities by examining student academic achievement data including NYS test data and other performance measures relative to student growth, and identify potential patterns of academic success as related to specific technology applications.

Goal Three Evaluation

This report will include activities related to Goal Three targeted for that year, and provide the status of their implementation. In order to evaluate activities related to Goal Three, the Assistant Superintendent for Administration will:

- Survey administrative staff and teachers relative to their specific needs and perceptions about information system reports and formats
- Survey administrative staff and teachers relative to their use of data and the impact of that data on their educational and program management decisions.

Goal Four Evaluation

This report will include activities related to Goal Four targeted for that year, and provide the status of their implementation. In order to evaluate activities related to Goal Four, the Assistant Superintendent for Administration will:

- Conduct a yearly web-based survey of staff perceptions related to the existing technology infrastructure resources and capabilities being used by staff.
- Review system logs and other technical system data to create a statistical report on system availability, problem tickets and other system data.

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

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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**

    To expand teacher and student use of mobile technology in the classroom focusing on technology-enriched S.T.E.A.M., English Language Arts (ELA), Mathematics, Literacy, Science, and Social Studies. Technology will support instruction, reinforce student skills, provide alternative instructional methodologies for teaching and learning, and foster internet safety and digital literacy. Including assistive technology and private school needs. Lastly, the District will implement technology-enhanced, resource-rich, personalized learning environments.
    1. Personalized Learning Priorities K-6
    1. Personalized learning environments through the use of prescriptive digital content aligned to NYS CCLS ~ adaptable as well as assignable content
    2. Small group instruction, center and workstation activities in ELA and Mathematics ~ targeted at student strengths and skill gaps with student voice and choice at the center of planning
    3. Shift from teacher control of learning toward student control of learning
    2. Personalized Learning Priorities 7-12
    1. Personalized learning environments through the use of prescriptive digital content aligned to NYS CCLS ~ adaptable as well as assignable content
    2. Small group and targeted instruction using various student data
    3. Shift from teacher control of learning toward student control of learning
    4. Enhance classroom experience through the use of large capacity collaborative learning environments.
    3. Assistive technology K-12
    1. Apps and programs are loaded to the assistive technology devices based on student need. Some of these programs/ apps include, but are not limited to iBooks, Voice Dream, Calculator, Dictionary, Google Docs, Google Read and Write, Chrome, Letter Reflex, Math Duel, Dragon Dictation, Cowriter, VoiceOver, Zoomtext USB Magnifier, Read2Go, Bookshare, voice recognition and word prediction software.

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.**

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

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

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Curriculum	• Provide availability to collaborative learning spaces during after school and evening hours for students and parents • Continue implementation of personalized learning environments at all levels K-12 • Continue to conduct internet safety/digital footprint classes for students and faculty • Enhance implementation of student technology proficiency skills assessments • Continue to implement technology resource toolkit selection and implementation process • Enhance specialized virtual courses and distance learning delivery options • Expand virtual learning and video conferencing opportunities • Incorporate VR and AR capabilities into select courses • Expand remote access capabilities • Continue to provide remote access of network software for staff and students • Support software toolkit selection and implementation process • Continue to encourage the use of technology resources aligned to district scope and sequence documents • Continue to enhance existing Project Lead the Way (Engineering and Biomedicine) programs at the secondary level to continue to deliver specialized, rigorous courses that	Assistant Superintendent	N/A	June (06)	2019	1177390

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
		prepare students for a global world • Enhance and expand internet safety curriculum to address current issues • Explore emerging technologies • Ensure assistive technology needs are meet • Continue equipment loan to private schools					
Action Step 2	Curriculum	• Continue availability of collaborative learning spaces during after school and evening hours for students and parents • Continue implementation of personalized learning environments at all levels K-12 • Continue to conduct internet safety/digital footprint classes for students and faculty • Enhance implementation of student technology proficiency skills assessments • Continue to implement technology resource toolkit selection and implementation process • Enhance specialized virtual courses and distance learning delivery options • Expand virtual learning and video conferencing opportunities • Incorporate VR and AR capabilities into select courses • Expand remote access capabilities • Continue to provide remote access of network software for staff and students • Support software toolkit selection and implementation process • Continue to encourage the use of	Assistant Superintendent	N/A	June (06)	2020	1212712

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
		technology resources aligned to district scope and sequence documents • Continue to enhance existing Project Lead the Way (Engineering and Biomedicine) programs at the secondary level to continue to deliver specialized, rigorous courses that prepare students for a global world • Enhance and expand internet safety curriculum to address current issues • Explore emerging technologies • Ensure assistive technology needs are meet • Continue equipment loan to private schools					
Action Step 3	Curriculum	• Continue availability of collaborative learning spaces during after school and evening hours for students and parents • Continue implementation of personalized learning environments at all levels K-12 • Continue to conduct internet safety/digital footprint classes for students and faculty • Enhance implementation of student technology proficiency skills assessments • Continue to implement technology resource toolkit selection and implementation process • Enhance specialized virtual courses and distance learning delivery options • Expand virtual learning and video conferencing opportunities • Incorporate VR and AR capabilities into	Assistant Superintendent	N/A	June (06)	2021	1249093

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
		select courses • Expand remote access capabilities • Continue to provide remote access of network software for staff and students • Support software toolkit selection and implementation process • Continue to encourage the use of technology resources aligned to district scope and sequence documents • Continue to enhance existing Project Lead the Way (Engineering and Biomedicine) programs at the secondary level to continue to deliver specialized, rigorous courses that prepare students for a global world • Enhance and expand internet safety curriculum to address current issues • Explore emerging technologies • Ensure assistive technology needs are meet • Continue equipment loan to private schools					
Action Step 4	N/A	N/A	N/A	N/A	June (06)	2021	N/A

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.

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III. Action Plan - Goal 1

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	(No Response)	(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)	(No Response)
Action Step 7	(No Response)	(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)	(No Response)

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

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Section III - Action Plan

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

1.   **Goal #2**

To sustain existing professional development opportunities and develop new approaches focused on safe, ethical use of the Internet and integrating technology into the standards-based curriculum. We will continue to assist our staff towards a classroom integration model by continuing to train staff in the use of hardware and software.

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

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

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Professional Development	• Continue to provide PD opportunities linked to curriculum and student performance needs • Offer after school classes for parents that teach them how to navigate specific content and tools so they can better assist their kids • Continue PD opportunities for the integration of PBL and Personalized Learning into Collaborative Environments	Assistant Superintendent	N/A	June (06)	2019	470,000

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
		• District communication tools (ie. website, youtube, app, social media, etc) are used to share student products to other classes, as well as a broader audience such as their community, other districts, and the world. • Technology Integration Coaches continue to provide in-school and after-school professional development, one on one digital technology coaching, and overall support for digital content, digital data management, curriculum planning and implementation. • Continue to provide a range of new PD opportunities for staff focused on integration of technology and safe and ethical use of the internet. • Ensure integration of technology PD activities with overall district PD Plan • Adjust PD to meet district needs • Incorporate PD to support the implementation of online state testing • Provide training on new and emerging technologies for students and staff • Continue to provide a range of new PD opportunities for staff focused on the integration of technology with particular emphasis on ELA, Math, Literacy, Science and Social Studies • Continue to provide higher education opportunities through collaboration with the Middletown Teacher Center and a variety of other agencies (i.e. New York Institute of Technology, Mercy College, LIU)					

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
		• Continue to make presentations to parent clubs (PTO, PTA, etc.) at each building. These presentations will focus on internet safety. It will address dangers that put children at risk every time they go online including: online enticement, access by children to pornography, child pornography, and cyber bullying. Other issues that will be discussed are: email, instant messaging, blogs and social networking sites, such as Twitter and Facebook. Safety tips and rules are suggested, as well as a demonstration on setting parental controls. • Continuation of Parent Night – Staying Safe Online ~ presentations given by New York • State Police Computer Crimes Unit and Orange County District Attorney's Office. • Presentations cover staying safe online, dangers/pitfalls for kids, social networking, online predators, cyberbullying, and sexting. • Continue to update and enhance list of resources relating to the problems faced by today's e generation may be obtained by visiting the district website and going to the • Web Resources page. Here you will find some valuable information regarding internet safety, cyberbullying, and social networking, and more. http://www.middletowncityschools.org/s					

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III. Action Plan - Goal 2

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
		ite/Default.aspx?PageID=246					
Action Step 2	Professional Development	• Continue to provide PD opportunities linked to curriculum and student performance needs • Offer after school classes for parents that teach them how to navigate specific content and tools so they can better assist their kids • Continue PD opportunities for the integration of PBL and Personalized Learning into Collaborative Environments • District communication tools (ie. website, youtube, app, social media, etc) are used to share student products to other classes, as well as a broader audience such as their community, other districts, and the world. • Technology Integration Coaches continue to provide in-school and after-school professional development, one on one digital technology coaching, and overall support for digital content, digital data management, curriculum planning and implementation. • Continue to provide a range of new PD opportunities for staff focused on integration of technology and safe and ethical use of the internet. • Ensure integration of technology PD activities with overall district PD Plan • Adjust PD to meet district needs • Incorporate PD to support the implementation of online state testing • Provide training on new and emerging	Assistant Superintendent	N/A	June (06)	2020	484100

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
		technologies for students and staff • Continue to provide a range of new PD opportunities for staff focused on the integration of technology with particular emphasis on ELA, Math, Literacy, Science and Social Studies • Continue to provide higher education opportunities through collaboration with the Middletown Teacher Center and a variety of other agencies (i.e. New York Institute of Technology, Mercy College, LIU) • Continue to make presentations to parent clubs (PTO, PTA, etc.) at each building. These presentations will focus on internet safety. It will address dangers that put children at risk every time they go online including: online enticement, access by children to pornography, child pornography, and cyber bullying. Other issues that will be discussed are: email, instant messaging, blogs and social networking sites, such as Twitter and Facebook. Safety tips and rules are suggested, as well as a demonstration on setting parental controls. • Continuation of Parent Night – Staying Safe Online ~ presentations given by New York • State Police Computer Crimes Unit and Orange County District Attorney's Office. • Presentations cover staying safe online, dangers/pitfalls for kids, social					

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
		networking, online predators, cyberbullying, and sexting. • Continue to update and enhance list of resources relating to the problems faced by today's e generation may be obtained by visiting the district website and going to the • Web Resources page. Here you will find some valuable information regarding internet safety, cyberbullying, and social networking, and more. http://www.middletowncityschools.org/site/Default.aspx?PageID=246					
Action Step 3	Professional Development	• Continue to provide PD opportunities linked to curriculum and student performance needs • Offer after school classes for parents that teach them how to navigate specific content and tools so they can better assist their kids • Continue PD opportunities for the integration of PBL and Personalized Learning into Collaborative Environments • District communication tools (ie. website, youtube, app, social media, etc) are used to share student products to other classes, as well as a broader audience such as their community, other districts, and the world. • Technology Integration Coaches continue to provide in-school and after-school professional development, one on one digital technology coaching, and overall support for digital content,	Assistant Superintendent	N/A	June (06)	2021	498623

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
		digital data management, curriculum planning and implementation. • Continue to provide a range of new PD opportunities for staff focused on integration of technology and safe and ethical use of the internet. • Ensure integration of technology PD activities with overall district PD Plan • Adjust PD to meet district needs • Incorporate PD to support the implementation of online state testing • Provide training on new and emerging technologies for students and staff • Continue to provide a range of new PD opportunities for staff focused on the integration of technology with particular emphasis on ELA, Math, Literacy, Science and Social Studies • Continue to provide higher education opportunities through collaboration with the Middletown Teacher Center and a variety of other agencies (i.e. New York Institute of Technology, Mercy College, LIU) • Continue to make presentations to parent clubs (PTO, PTA, etc.) at each building. These presentations will focus on internet safety. It will address dangers that put children at risk every time they go online including: online enticement, access by children to pornography, child pornography, and cyber bullying. Other issues that will be discussed are: email, instant messaging, blogs and social					

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III. Action Plan - Goal 2

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
		networking sites, such as Twitter and Facebook. Safety tips and rules are suggested, as well as a demonstration on setting parental controls. • Continuation of Parent Night – Staying Safe Online ~ presentations given by New York • State Police Computer Crimes Unit and Orange County District Attorney's Office. • Presentations cover staying safe online, dangers/pitfalls for kids, social networking, online predators, cyberbullying, and sexting. • Continue to update and enhance list of resources relating to the problems faced by today's e generation may be obtained by visiting the district website and going to the • Web Resources page. Here you will find some valuable information regarding internet safety, cyberbullying, and social networking, and more. http://www.middletowncityschools.org/site/Default.aspx?PageID=246					
Action Step 4	N/A	N/A	N/A	N/A	June (06)	2021	N/A

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.

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 2

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	(No Response)	(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)	(No Response)
Action Step 7	(No Response)	(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)	(No Response)

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

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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**

   To focus on using our student information system (SIS) and Data Driven Decision Making (D3M) with emphasis on student growth and achievement. Configure and develop itemized reporting from Naiku. Utilize Ed Vista, New York State Testing and Accountability Reporting Tool (nySTART), SIRS Manual, and the Mid-Hudson Regional Information Center. These systems allow us to make data-driven decisions about teaching and learning.

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

   3. Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences

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

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

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

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 1	Implementation	• Ensure alignment of scope and sequence with performance indicators on quarterly assessments. • Continue the implementation of Naiku assessment system • Continue implementation of electronic grade book system that allows parents and students to access real-time data online • Expand use of technology solution that will allow parents to access real time data online	Assistant Superintendent	N/A	June (06)	2019	907,400

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
		• Continue to train staff to use student data outcomes for enhanced instructional practices • Empower staff to gather their own data for analysis and decision making • Continue to use structure for NWEA (MAP) adaptive testing					
Action Step 2	Implementation	• Ensure alignment of scope and sequence with performance indicators on quarterly assessments. • Continue the implementation of Naiku assessment system • Continue implementation of electronic grade book system that allows parents and students to access real-time data online • Expand use of technology solution that will allow parents to access real time data online • Continue to train staff to use student data outcomes for enhanced instructional practices • Empower staff to gather their own data for analysis and decision making • Continue to use structure for NWEA (MAP) adaptive testing	Assistant Superintendent	N/A	June (06)	2020	934,622
Action Step 3	Implementation	• Ensure alignment of scope and sequence with performance indicators on quarterly assessments. • Continue the implementation of Naiku assessment system • Continue implementation of electronic grade book system that allows parents and students to access real-time data	Assistant Superintendent	N/A	June (06)	2021	962,660

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
		online • Expand use of technology solution that will allow parents to access real time data online • Continue to train staff to use student data outcomes for enhanced instructional practices • Empower staff to gather their own data for analysis and decision making • Continue to use structure for NWEA (MAP) adaptive testing					
Action Step 4	N/A	N/A	N/A	N/A	June (06)	2021	N/A

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.

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 5	(No Res	(No Response)	(No Res	(No Respons	(No Res	(No Res	(No Respons

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 3

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
	pon se)		pon se)	e)	pon se)	pon se)	e)
Action Step 6	(No Res pon se)	(No Response)	(No Res pon se)	(No Respons e)	(No Res pon se)	(No Res pon se)	(No Respons e)
Action Step 7	(No Res pon se)	(No Response)	(No Res pon se)	(No Respons e)	(No Res pon se)	(No Res pon se)	(No Respons e)
Action Step 8	(No Res pon se)	(No Response)	(No Res pon se)	(No Respons e)	(No Res pon se)	(No Res pon se)	(No Respons e)

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Section III - Action Plan

Copy Goal # 4, which you listed in Section II by responding "Yes" to Question 4, and respond to all questions below.

1.   **Goal #4**

To expand and support our technology infrastructure. The district-wide expansion includes installing additional physical security and video surveillance in all buildings. Supporting VoIP system, rapid broadcast system, digital signage, wireless communication, streaming video, and upgrading all data closets and WAN to a 40 gigabyte network. Additionally, researching and implementing a community wireless mesh for home Internet access for all community members.

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

4. 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)**

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

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

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 1	Infrastructure	• Continue to build network infrastructure for 40 gigabyte upgrade • Continue to support community wireless mesh • Review wireless access infrastructure. Continue to implement cloud computing for best practices • Total cost of ownership (TCO) study available for review and decision making	Assistant Superintendent	N/A	June (06)	2019	2,886,267

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III. Action Plan - Goal 4

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
		• Review district wide infrastructure requirements and adjust infrastructure plan • Review electrical capacity throughout the district • Hardware upgrade and maintenance established as part of regular operational budget • Continue to track new technological developments that provide either or both enhanced capabilities and more cost effective services					
Action Step 2	Infrastructure	• Continue to build network infrastructure for 40 gigabyte upgrade • Continue to support community wireless mesh • Review wireless access infrastructure. Continue to implement cloud computing for best practices • Total cost of ownership (TCO) study available for review and decision making • Review district wide infrastructure requirements and adjust infrastructure plan • Review electrical capacity throughout the district • Hardware upgrade and maintenance established as part of regular operational budget • Continue to track new technological developments that provide either or both enhanced capabilities and more cost effective services	Assistant Superintendent	N/A	June (06)	2020	2972855
Action Step 3							

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III. Action Plan - Goal 4

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
	Infrastructure	• Continue to build network infrastructure for 40 gigabyte upgrade • Continue to support community wireless mesh • Review wireless access infrastructure. Continue to implement cloud computing for best practices • Total cost of ownership (TCO) study available for review and decision making • Review district wide infrastructure requirements and adjust infrastructure plan • Review electrical capacity throughout the district • Hardware upgrade and maintenance established as part of regular operational budget • Continue to track new technological developments that provide either or both enhanced capabilities and more cost effective services	Assistant Superintendent	N/A	June (06)	2021	3062041
Action Step 4	N/A	N/A	N/A	N/A	June (06)	2021	N/A

5.　　**This question is optional.**

If more action steps are needed, continue to list the action steps that correspond to Goal #4 from your answer to Question 1, above.

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III. Action Plan - Goal 4

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 5	(No Response)	(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)	(No Response)
Action Step 7	(No Response)	(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)	(No Response)

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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 will use our student information system (SIS) and Data Driven Decision Making (D3M) with emphasis on student growth and achievement. Configure and develop itemized reporting from Naiku, New York State Testing and Accountability Reporting Tool (nySTART), SIRS Manual, the Mid Hudson Regional Information Center, Forecast 5, BARS, NWEA and digital content provider data. These systems allow us to make data driven decisions about teaching and learning.

This technology will support instruction, reinforce student skills, provide alternative instructional methodologies for teaching and learning, and foster internet safety, digital literacy, and digital citizenship. Including assistive technology and private school needs. Lastly, the District will implement technology enhanced, resource rich, personalized learning environments with a focus on every student, everyday. The district will provide professional development opportunities and develop new approaches focused on safe, ethical use of the Internet and integrating technology into the standards based curriculum. We will continue to assist our staff towards a classroom integration model by continuing to train staff in the use of hardware and software. We will ensure the performance of students and the success of technology integration through ongoing district assessments. These assessments include Quarterly exams, NWEA MAPS testing, Naiku assessments by classroom teachers, content provider data and New York State Testing.

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's 1:1 and Blended Learning initiatives allows access to all learning tools the district offers. This access is not limited to regular education students. Students with learning disabilities as well as English language learners benefit from the technologies used to deliver instruction. An assistive technology evaluation assess the need of technology to assist students with various needs including, but not limited to visual needs, reading, math, written composition work and fine motor tasks such as handwriting due to graphomotor weaknesses.

Learning applications such as CoWriter and other voice recognition and word prediction software are easily accessible to the student and their instructors with the use of Chromebooks and laptops. Digital content providers like iXL and NewsELA allow teachers to modify content and lessons for students with disabilities. Accessibility features of the Chromebooks enable students with various disabilities to engage more effectively with content and the curriculum. The VM environment, allow both staff and students to access the necessary application to create and fulfill assignments without geographic and time constraints.

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)

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IV. NYSED Initiatives Alignment

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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)

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7. **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)

8. **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)

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Section V - Administrative Management Plan

1.   **Staff Plan**

	Full-time Equivalent (FTE)
District Technology Leadership	2.00
Instructional support	4.00
Technical Support	13.00
Totals:	**19.00**

2.   **Investment Plan**

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
1	Other (please identify in next column, to the right)	Curriculum	3,639,195	Both	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☑ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☑ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
2	Professional Development	N/A	1,452,723	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional	N/A

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	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
					Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Instructional and Administrative Software	N/A	2,804,682	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
4	Network and Infrastructure	N/A	8,921,163	Both	☑ 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	N/A

2018-2021 Instructional Technology Plan - 2018

V. Administrative Management Plan

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	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
					column, to the right) ☐ N/A	
Totals:			**16,817,76 3**			

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.middletowncityschools.org/

5. **Please indicate whether or not the district has assigned a specific person with responsibility for Information Security.**

    Yes

    5a.

    If 'Yes' was selected in Question 5 above, please identify the responsible person's title.

    Assistant Superintendent for Administration

6. **Please indicate whether or not the district has assigned a specific person with responsibility for Information Privacy.**

    Yes

    6a. **If 'Yes' was selected in Question 6 above, please identify the responsible person's title.**

    Assistant Superintendent for Administration

7. **Has a district-wide information security and/or privacy audit ever been performed in the district?**

    Yes

    7a. **If 'Yes' was selected in Question 7 above, please identify how often a security and/or privacy audit has been performed?**

    Every Two Years

    7b. **If 'Yes' was selected in Question 7 above, please indicate whether the audit(s) was/were performed by an independent 3rd party contractor.**

    Yes - all audits were performed by a 3rd party contractor

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

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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.docx

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.docx

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?**

    2015

    12b. **Please provide the URL to the district's Parents' Bill of Rights for Data Privacy and Security.**

    https://www.middletowncityschools.org/Page/539

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.docx

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

    https://www.middletowncityschools.org/Page/247

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

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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   ☐ Policy, Planning, and Leadership
☐ Culturally Responsive Instruction with Technology   ☐ Privacy and Security
☑ Device Planning and Implementation (1:1; BYOD)   ☐ Professional Learning
☐ Digital Citizenship   ☐ Project-based Learning
☑ Infrastructure   ☐ Other Topic A
☑ OER and Digital Curriculum   ☐ Other Topic B
☑ Personalized Learning   ☐ Other Topic C
☐ Pilots and Proof of Concept

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	E-mail address	Innovative Programs. Check all that apply.
Please complete all columns.	Amy Creeden	Assistatn Superintendent for Administration	amy.creeden@ecsdm.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

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.**

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	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
Please complete all columns	Kevin Leonas	Technical Manager	kevin.leonas@ecsdm.org	☐ Active Learning Spaces/Makers paces ☐ 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	(No Response)	(No Response)	(No Response)	☐ Active Learning Spaces/Makers paces ☐ Culturally Responsive Instruction with Technology ☐ Device Planning and Implementation (1:1, BYOD) ☐ Digital Citizenship ☐ Infrastructure ☐ OER and Digital Curriculum

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	Name of Contact person	**Title**	**E-mail address**	**Innovative Programs. Check all that apply for each contact name.**
				☐ 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	(No Response)	(No Response)	(No Response)	☐ Active Learning Spaces/Makers paces ☐ 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	(No Response)	(No Response)	(No Response)	☐ Active Learning

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	Name of Contact person	**Title**	**E-mail address**	**Innovative Programs. Check all that apply for each contact name.**
				Spaces/Makers paces ☐ 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	(No Response)	(No Response)	(No Response)	☐ Active Learning Spaces/Makers paces ☐ Culturally Responsive Instruction with Technology ☐ Device Planning and Implementation (1:1, BYOD) ☐ Digital Citizenship ☐ Infrastructure ☐ OER and Digital Curriculum ☐ Personalized Learning

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	Name of Contact person	**Title**	**E-mail address**	**Innovative Programs. Check all that apply for each contact name.**
				☐ 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

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