

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

I. District LEA Information

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Page Last Modified: 03/04/2022

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 [2022-2025 ITP Resources for Districts](#) on our website, contact your district's RIC, or email [edtech@nysed.gov](mailto:edtech@nysed.gov).

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

II. Strategic Technology Planning

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

We strive to provide fiscally sound educational opportunities in a safe environment that continuously supports our diverse scholar population. We will enable all scholars 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 scholars 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 scholar learning, through our electronic learning community, we will provide significant benefits to all members of our community, including:

- Scholars
- 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 scholars, 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 scholars 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, and Mathematics (STEM) coalition. These combined approaches reflect the skills all scholars need for graduation. We believe that preparing our scholars 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 scholars
- 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 scholars 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)

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- Scholar Enrichment (SUPA)
- Mastery Classes
- Transitional Classes
- Two-Year Kindergarten
- Mid-Point Classes
- Summer School Institute
- scholars with Disabilities
- 504 Accommodations

**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.**

This technology plan provides both revisions and additions to the District Technology Plan developed in July 2018-June 2021. 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. The team met bi-weekly beginning in November 2021 through February 2022. The SMART Goals template was used to develop goals for this plan. The outcomes of the plan development included revisions of previous goals (based on feedback and evaluations), the addition of virtual and hybrid teaching plans (responding to Covid 19 school closures and quarantine rules), and professional development designed to support these new teaching modalities and provide training on the use of this new classroom technology.

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

This plan builds upon and continues the use of previous successes we've had with data driven decision making with emphasis on student growth and achievement, expanding teacher and student use of mobile technology in the classroom focusing on technology enriched English Language Arts (ELA), Mathematics, Literacy, Science, and Social Studies, sustaining existing professional development opportunities and developing new approaches focused on safe, ethical use of the Internet and integrating technology into the standards based curriculum, and expanding and supporting our technology infrastructure.

- The planning process for this plan was much different than in years past due to the Covid 19 pandemic and the sudden shift to virtual learning. The need for teachers to have the tools, knowledge, and flexibility to be able to pivot to virtual or hybrid learning was a major factor in the planning process for this tech plan.
- Teacher knowledge of video conferencing platforms, virtual classroom management skills, digital content provider knowledge, web-based productivity tools, and virtual student engagement strategies were the main areas of focus when considering the strengths and weaknesses of current teacher skills. Administrator observation and walk-through data, teacher/staff surveys, PD evaluation forms, student/parent surveys, and current technology trends were the resources used to identify these strengths and areas of improvement.
- The goals in this plan are designed to build upon and address any goals that were not met or partially met in the previous plan.

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

Prior to the Covid pandemic, our district was already equipped for a successful transition to remote and hybrid learning. Our teachers, staff, and scholars already had extensive experience teaching and learning with Chromebooks and digital educational platforms. Faculty, staff, and scholars continued using district-purchased Content Providers for individualized lesson paths and assessment; Google Classroom for organization, lesson delivery, and communication; and Google Suite for productivity.

- Using the single sign-on learning management platform, Clever, teachers and scholars were able to seamlessly move to on-line and blended learning to access subject specific content providers, video streaming services, and collaboration tools.
- The district technology department worked with local internet providers to provide personal hotspots for scholars who were in need of home internet connectivity.
- The district purchased 1290 additional student Chromebooks to meet pandemic needs so each student in grades K-12 could receive a Chromebook. 800 teacher Chromebooks were purchased to accommodate the increased need for computing power during remote instruction. In addition, Zoom and Google Meet pro-level licensing were purchased for every user, as well as the Citrix remote desktop software for students' Chromebooks. Citrix remote desktop allows faculty and scholars to remote the district's computer labs to run photoshop, AutoCAD, video editing, etc. on a Chromebook at home. During hybrid instruction, 600 Logitech Meetup cameras were purchased to help connect educators and scholars remotely.
- Emergency device deployment events were organized to quickly distribute Chromebooks, chargers, and cases to every scholar. Multiple, full day, drive-up distribution days were offered throughout the pandemic, at multiple locations. Once the majority of scholars were equipped with a device, daily Chromebook pick-up or repair opportunities were available by appointment.
- Our technicians provided Chromebook clinics and called families directly or provided remote support and guided them through any necessary troubleshooting issues; inclusive of internet connectivity concerns.
- On-going virtual PD was provided to teachers throughout the pandemic. Training sessions focused on device usage, content providers, productivity tools, and video conferencing were offered during the day and after hours. Additionally, video tutorials and webinars on the above mentioned topics were created and posted on the Teacher Hub website.
- On-going virtual PD and training was provided to parents and teachers throughout the pandemic. Sessions focusing on device usage, content provider training, Google Classroom navigation, Infinite Campus (SIS system), productivity tools, and more were offered by grade band.
- Additionally, based on admin, teacher, parent/scholar feedback, and the need for information to be stored and organized in one central location, websites were created for Teachers and Families. The Teacher HUB and the Student & Family HUB are regularly updated and continue to provide resources and support. The Tech TOSAs provided 1:1 training for teachers, as well as flexible virtual professional development on digital providers & tools, Google classroom, Zoom, WebEx, Meet, etc. throughout the pandemic. New content providers and digital tools, such as Nearpod, Verso, and FlipGrid, were purchased to keep students engaged and collaborating with one another during virtual learning. Faculty, staff, scholars, and families were surveyed throughout the pandemic so their technological needs and concerns could be addressed. Additionally, after school virtual professional development was provided for Middletown community members and stakeholders.
- Our district-wide support plan is evaluated to ensure equity and access through surveys and open forum community meetings (offered in-person and/or virtually) at varied times of the day and week to ensure opportunities for our family and community voices to be heard. The ECSDM is receptive to the technological needs of our families and students. The ECSDM continuously adapts to meet such ever changing needs.

**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.**

## 1) In-house Technology Integration Specialists (TOSAs):

The technology professional development plan is focused on training teachers to use content providers to individualize instruction, utilize data to develop whole and small group lesson plans, and integrate technology tools that encourage students to become self-directed learners and take ownership of their learning. Additionally, virtual courses are offered to parents and scholars to provide additional training on productivity tools and Chrome accessibility features.

In addition, outside vendors (content providers) will hold demo sessions (45 min / 1 hr. each) that teachers may attend if they have availability. Tech TOSAs receive turn key training from content providers in order to provide ongoing training to support teachers, both during the school day and after school. The training is designed to keep teachers up to date with the latest technology trends and supports. We are consistently gathering data on teachers' needs through surveys, feedback from administrators, and feedback from previous professional development courses. Courses are designed to meet the changing needs that teachers are facing in the classroom. Effectiveness of the professional development plan is evaluated through a course evaluation form. Additionally, individual support is provided by Tech TOSAs to address individual teachers' specific needs.

## 2) Middletown Teacher Center In-service Programs Focus on:

- Helping teachers and students succeed
- Supporting the professional development goals of the Middletown School District
- Helping teachers access research, resources and support materials relevant to their professional needs
- Supporting national, state, and local initiatives
- Providing quality courses which address individual teacher needs
- Developing and promoting effective research-based strategies for teacher growth
- Enabling practitioners to develop as educational leaders of workshops, seminars, and courses
- Promoting the integration of technology into instruction
- Developing and supporting ongoing networking opportunities which build capacity for our students, staff, and community
- Co-sponsoring regional conferences which address the interests and needs of area educators
- In-Service Course offerings: <http://www.middletowncityschools.org/Page/486>

## 3) Participation in BOCES programs:

- Participate in OU BOCES Model Schools CoSer which include 3 professional learning days
- Participate in OU BOCES Professional Learning Community (Tech PLC) CoSer which offers specific supports, including PD and User Group meetings on a variety of instructional technology software
- Access to OU BOCES Instructional Support Services Professional Learning Catalog
- Participation in the OU BOCES Smart Start Grant (concentrates on the Digital Literacy standards in grades K-8)
- OUBOCES RC3 Grant

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](mailto:edtech@nysed.gov).

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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:**

Significantly

- 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:**

Fully

- 4. Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.**

**The district has met this goal:**

Significantly

- 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:**

Significantly

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

To incorporate AR and VR technology into secondary Math, Science, ELA and Social Studies learning environments.

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

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

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

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

- Professional development feedback data will be collected at the conclusion of each course through a Google form survey. The form will rate effectiveness on a 1-4 scale with one being the lowest and 4 being the highest. The survey will measure the effectiveness of the content delivery, pacing, relevance, and include a comment section for recommendations for future PD. This data will be examined by the TechTOSA team prior to each course and will help guide the development for future PD.
- Curriculum implementation will be evaluated by Google form surveys completed by building administrators, teachers, and students. Survey questions will address teacher device usage and AR/VR cart sign out as observed by admin, student engagement as observed by teachers, and course satisfaction feedback as observed by students. This data will be examined by the TechTOSA team in order to gauge the effectiveness of the implementation and help guide future PD and determine if in-class supports are needed.
- The goal will be considered “accomplished” when:
  - teachers in Math, Science, ELA, and Social Studies courses have completed at least one PD course
  - all students have the opportunity to take a course with an AR/VR component at some point during their MS/HS experience
  - the AR/VR carts are being signed out on a regular basis by teachers from all above mentioned content areas
  - administrator feedback reflects an average score of effective (3) regarding teacher device usage and implementation
  - teacher feedback reflects an average score of effective (3) regarding implementation and student engagement
  - student feedback reflects an average score of effective (3) regarding course satisfaction

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.



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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Purchasing	Purchase AR/VR devices	Other (please identify in Column 5)	Tech Dept Managers	10/01/2022	\$210,000
Action Step 2	Planning	Survey teachers and select group to pilot program	Building Principal	n/a	10/01/2022	\$0
Action Step 3	Professional Development	Provide professional development	Instructional Technology Coach	n/a	06/20/2025	\$6,000
Action Step 4	Curriculum	Integrate into 3-5 classes in each secondary school (two middle schools, one high school)	Curriculum and Instruction Leader	n/a	06/23/2023	\$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	Curriculum	By year 3, full implementation to grades 6-12 scope and sequences	Curriculum and Instruction Leader	n/a	06/20/2025	\$0
Action Step 6	N/A	n/a	N/A	n/a	06/30/2021	\$0
Action Step 7	N/A	n/a	N/A	n/a	06/30/2021	\$0
Action Step 8	N/A	n/a	N/A	n/a	06/30/2021	\$0

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

To use content providers and digital tools to enhance the learning experience and track the progress of ELL students.

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

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

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

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

- Professional development feedback data will be collected at the conclusion of each course through a Google form survey. The form will rate effectiveness on a 1-4 scale with one being the lowest and 4 being the highest. The survey will measure the effectiveness of the content delivery, pacing, relevance, and include a comment section for recommendations for future PD. This data will be examined by the TechTOSA team prior to each course and will help guide the development for future PD.
- Culturally relevant project and activity implementation will be evaluated by Google form surveys completed by building administrators, teachers, and students. Survey questions will address teacher project and activity implementation as observed by admin, student engagement as observed by teachers, and cultural relevance and course satisfaction feedback as observed by students. This data will be examined by the TechTOSA team in order to gauge the effectiveness of the implementation and help guide future PD and determine if in-class supports are needed.
- Content provider usage data will be examined to determine if student home usage has increased. Proficiency and Growth data will be compared to previous years data to determine the providers efficacy
- The goal will be considered “accomplished” when:
  - teachers in language courses have completed at least one PD course
  - Culturally relevant projects and activities integrated into the scopes and sequences
  - administrator feedback reflects an average score of effective (3) regarding teacher provider usage and implementation
  - teacher feedback reflects an average score of effective (3) regarding implementation and student engagement
  - student feedback reflects an average score of effective (3) regarding cultural relevance and course satisfaction

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.

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Purchasing	Purchase/renew RAZ plus ELL edition A-Z; Mango Languages; Estrellita: Lunita, Estrellita & Escalera	Other (please identify in Column 5)	Director of Bilingual & ENL	09/01/2022	\$6,000
Action Step 2	Professional Development	Provide professional development for ELL teachers for using content providers in the classroom to support language acquisition	Instructional Technology Coach	n/a	06/20/2025	\$3,000
Action Step 3	Curriculum	Implement culturally relevant projects and activities	Classroom Teacher	n/a	06/23/2023	\$0
Action Step 4	Infrastructure	Provide access to digital providers that allow ELL students to continue their learning at home	Other (please identify in Column 5)	Tech Dept Managers	06/23/2023	\$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	N/A	n/a	N/A	n/a	06/30/2021	\$0
Action Step 6	N/A	n/a	N/A	n/a	06/30/2021	\$0
Action Step 7	N/A	n/a	N/A	n/a	06/30/2021	\$0
Action Step 8	N/A	n/a	N/A	n/a	06/30/2021	\$0

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

To meet NYSED requirements for incorporating the New York State K-12 Computer Science and Digital Fluency Learning Standards into the K-12 curriculum and meet the need for every student to know how to live productively and safely in a technology-dominated world.

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.

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

- Computer science teacher coursework completion will be tracked and monitored through Frontline-My Learning Plan.
- Professional development feedback data will be collected at the conclusion of each course through a Google form survey. The form will rate effectiveness on a 1-4 scale with one being the lowest and 4 being the highest. The survey will measure the effectiveness of the content delivery, pacing, relevance, and include a comment section for recommendations for future PD. This data will be examined by the TechTOSA team prior to each course and will help guide the development for future PD.
- The goal will be considered “accomplished” when:
  - all eligible teachers meet the requirements for NYS CS & DF standards.
  - all credit-bearing Computer Science courses are aligned with NYS CS & DF Standards.
  - CS & DF Standards are integrated into the k-12 scopes and sequences in all grade bands K-12.

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.

## 2022-2025 Instructional Technology Plan - 2021

## IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Curriculum	Organize a committee of stakeholders (ie. Teachers, administrators, instructional leaders and TOSAs) to develop plans for integrating the CS & DF Standards into other subject areas and/or by developing stand-alone computer science courses and determine which on-line digital content providers will support the program (ie. Tynker).	Assistant Superintendent	n/a	08/31/2023	\$0
Action Step 2	Staffing	Require eligible Computer Science Teachers to complete appropriate coursework in order to meet the requirements (Computer Science Statement of Continued Eligibility (SOCE) or Computer Science certificate) to teach credit courses.	Assistant Superintendent	n/a	06/26/2026	\$0
Action Step 3	Curriculum	Ensure that all credit-bearing Computer Science courses are aligned with NYS CS & DF Standards.	Assistant Superintendent	n/a	08/30/2024	\$0
Action Step 4	Curriculum	Ensure full-implementation of CS & DF Standards in all grade bands K-12.	Assistant Superintendent	n/a	09/01/2024	\$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.

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IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Professional Development	Utilize OUBOCES RC3 Grant turn-key training for district TOSAs to support implementation of NYS DF&CS standards	Instructional Technology Coach	n/a	08/30/2024	\$0
Action Step 6	Professional Development	Provide professional development courses that support the implementation of the CS & DF Standards and offer training on the digital content providers used to support the program.	Instructional Technology Coach	n/a	06/20/2025	\$6,000
Action Step 7	N/A	n/a	N/A	n/a	06/30/2021	\$0
Action Step 8	N/A	n/a	N/A	n/a	06/30/2021	\$0

8. Would you like to list a fourth goal?

No

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**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.**

- Through the use of Google Suite for Education, Digital Content Providers and digital tools, teachers are able to integrate technology seamlessly in all lessons. Student access to individual Chromebooks in k-12 classes allow teachers to leverage technology to support and enrich the student experience. The use of digital testing enables teachers and administrators to view live student data and act to design rigorous lessons in real-time.
- Technology is used by teachers to facilitate their practice by using physical devices such as Chromebooks, sharp boards, and digital tools such as the google suite, content providers, and various technology tools. Using data obtained from surveys, digital content data, NWEA and diagnostic assessments, and other constructive feedback, the teachers are well equipped to facilitate advantageous pedagogical methods within their classrooms to guide instructional groupings.
- Students used Chromebooks, digital content, and digital tools in every class. Students demonstrate their understanding of skills and concepts through virtual collaboration with teachers and peers, multimedia presentations, digital portfolios, online assessments, and content provider diagnostic and growth measures.
- Student Chromebooks enable students to access a variety of digital technology resources in both an in-class synchronous learning model, as well as an out of class asynchronous model. The use of technology has also led to the development of effective virtual and hybrid learning environments. The extensive choice of digital content providers and tools allows teachers to engage students with choices and multiple learning modalities within a given lesson.

**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.**

- 1:1 Chromebook (Teachers/TAs/Scholars)
- Clever (LMS) - Single sign-on for teachers and scholars to seamlessly move to on-line and blended learning with access to subject specific content providers, video streaming services, and collaboration tools.
- Partnership with local internet providers to provide personal hotspots for scholars who are in need of home internet connectivity.
- Google Classroom - Allows teachers to create, distribute, and grade assignments. Teachers and scholars engage with this learning platform to collaborate, communicate, and organize and manage assignments.
- Video Meeting Services - Zoom and Google Meet pro-level licensing were purchased for every user, as well as the Citrix remote desktop software for students' Chromebooks. Citrix remote desktop allows faculty and scholars to remote the district's computer labs to run photoshop, AutoCAD, video editing, etc. on a Chromebook at home.
- In-class Audio and Video streaming equipment - 600 Logitech Meetup cameras were purchased to help connect educators and scholars remotely.
- Technical Support - District technicians provide in-school (each building) and at-home support during school hours. Device pick-up and repair clinics are offered after-school and on weekends.
- Professional Development - Regularly scheduled PD is offered to teachers, staff, scholars, and families to provide training on current programs, devices, and strategies based on needs survey feedback.
- District Websites - The Teacher Hub and Student Learning Hub were created to provide up-to-date device and content provider training videos, educational resources, and digital tool training.
- “Virtual Teacher” positions added to accommodate at-home-learning for scholars out on quarantine or not able to be in building.

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## V. NYSED Initiatives Alignment

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**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.**

All ECSD Middletown students with disabilities who present with assistive technology needs are recommended for assistive technology evaluations. Assistive technology evaluations are consented for by parents/guardians and presented at CSE for consideration for assistive technology devices and/or software. Our students in ECSD Middletown have a wide range of individualized assistive technology and software needs.

Students in ECSD Middletown are currently provided with the following assistive technology devices and/or software based on their individual needs:

- iPad/iPad mini/Tablet: Students may utilize these devices as an augmentative and alternative communication device. iPads can be utilized as a speech generating device. The iPad allows for student specific apps to be downloaded in order for the student to be able to communicate effectively in the classroom and/or home.
- Speech Generating Device: Students who have difficulty developing language or communicating using speech may utilize these devices. It is generally a hand-held electronic device that plays words or phrases when the user presses buttons, touches a switch, etc. Some devices will speak as words are typed on a keyboard.
- Access to Amplification system/FM System: Students experiencing hearing loss or an auditory processing disorder may utilize this technology. It allows the student to hear the speaker/teacher clearly above other noise.
- Access to Augmentative Communicator: Students may utilize this in order to communicate through gestures, facial expressions, eye gaze, etc. An example of this is a recorded speech device such as a GoTalk communication aid that is programmed to speak with words or messages.
- Access to Speech Recognition Software/Speech to Text/Voice to Text: Students with limited motor skills, vision impairments, physical disabilities, or other learning difficulties may utilize this technology in order to write. An example of this is Google Docs Voice typing.
- Access to Word Processor: Students who have difficulty writing by hand may utilize this technology in order to type.
- Audio Recording of Textbooks/Books in Digital Format: Students with disabilities may utilize this technology in order to listen to text read aloud and/or follow the text as it is read aloud. It also allows for students to replay the information multiple times, change the speed of how the text is read, etc.
- Closed Caption Television (CCTV): Students with disabilities, particularly those who may be hearing impaired, may utilize this technology in order to understand dialogue/what is being verbally said. The words are written on the screen to describe what is being said.
- Grammar Correction Software: Students with disabilities may utilize this technology in order to check for errors in spelling, punctuation, and grammar. This is to support students who otherwise may have difficulties organizing their thoughts and ensuring writing makes sense. An example of this is Grammarly.
- Headphones: In addition to providing students with a means to listen to verbally presented information, students sensitive to auditory stimuli may utilize headphones. Headphones that are noise canceling or reducing can reduce background noise and allow students to focus on classroom tasks and activities.
- MW managed student Chromebook
- PECS: Students with disabilities may utilize the Picture Exchange Communication System in order to express themselves, make a request, etc. by utilizing pictures/symbols in place of words.
- Screen Reading Software: A screen reader is used by students with visual impairments or learning disabilities in order to read the screen aloud. An example of this software is JAWS, Job Access with Speech.
- Slant Board: This is used by students with disabilities for proper wrist position during handwriting activities.
- Switch: Students with motor impairments or other disabilities may utilize switches to access and control computers, smartphones, electric wheelchairs, and more. An example of this is a round button or a joystick.
- Talkable III: This device is for simple communication. It allows for 3 messages of 15 seconds of record time. Students with disabilities may utilize this technology to press one of the 3 color coded buttons to communicate.
- Text to Speech/Text to Speak: Students with disabilities can utilize this technology to have the computer and/or tablet read words on the screen out loud to the user. This supports students with visual impairment and learning disabilities.
- Touch Chat app: TouchChat is an AAC device to support students' communication needs. Words, phrases, and messages are spoken with a built-in voice synthesizer or by playing a recorded message.
- Use of true object based icons (TOBIs): These are made by cutting around the outline of a photograph of the object. These are visual/tactile symbols to support receptive communication.
- Voice Output Communication Device: These devices are used to support students with disabilities that have difficulty producing speech. It is an electronic device that can have computer generated speech, access methods and alternative access options such as eye gaze and switch.
- Word Prediction Program/Word Prediction Software: Students with disabilities may utilize this technology in order to type what they would like



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written through word recommendation. It reduces the need for handwriting and assists with spelling accuracy, and supports students with physical disabilities and/or learning disabilities.

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

- Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through a class website or learning management system).
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Assistive technology is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill.
- Learning games and other interactive software are used to supplement instruction.
- Other (please identify in Question 4a, below)

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

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Technology to support writers in the elementary classroom</li> <li><input checked="" type="checkbox"/> Technology to support writers in the secondary classroom</li> <li><input type="checkbox"/> Research, writing and technology in a digital world</li> <li><input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology</li> <li><input checked="" type="checkbox"/> Reading strategies through technology for students with disabilities</li> <li><input checked="" type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom</li> <li><input checked="" type="checkbox"/> Using technology to differentiate instruction in the special education classroom</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Using technology as a way for students with disabilities to demonstrate their knowledge and skills</li> <li><input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology</li> <li><input checked="" type="checkbox"/> Electronic communication and collaboration</li> <li><input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility</li> <li><input type="checkbox"/> Integrating technology and curriculum across core content areas</li> <li><input type="checkbox"/> Helping students with disabilities to connect with the world</li> <li><input type="checkbox"/> Other (please identify in Question 5a, below)</li> </ul> |
|---|--|

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

- Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through class website or learning management system).
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Home language dictionaries and translation programs are provided through technology.
- Hardware that supports ELL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.
- Learning games and other interactive software are used to supplement instruction.
- Other (Please identify in Question 6a, below)

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

In-Sight Video Remote Interpretation (VRI)- LanguageLine InSight Video Interpreting empowers and provides exceptional language service to a school community. Available in over 40 languages including American Sign Language, Language Line's InSight Video Interpreting solution delivers one-touch, on-demand access to live, professional interpreters via smartphone, tablet, Chromebook or PC. For school districts such as the ECSDM, investing in a language access program, such as Language Line's VRI assists in effective communication and maximizes opportunities to provide critical home and school communication by serving our diverse populations in their preferred language.

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

Yes

7a. If Yes, check one below:

In the 5 languages most commonly spoken in the district

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

(No Response)

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

- Technology to support writers in the elementary classroom
- Technology to support writers in the secondary classroom
- Research, writing and technology in a digital world
- Writing and technology workshop for teachers
- Enhancing children's vocabulary development with technology
- Writer's workshop in the Bilingual classroom
- Reading strategies for English Language Learners
- Moving from learning letters to learning to read
- The power of technology to support language acquisition
- Using technology to differentiate instruction in the language classroom
- Multiple ways of assessing student learning through technology
- Electronic communication and collaboration
- Promotion of model digital citizenship and responsibility
- Integrating technology and curriculum across core content areas
- Web authoring tools
- Helping students connect with the world
- The interactive whiteboard and language learning
- Use camera for documentation
- Other (please identify in Question 8a, below)

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## 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.**

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

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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.**

- a) 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.
- b) The district uses instructional technology to facilitate classroom projects that involve the community.
- c) 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.
- d) The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- e) 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.
- f) The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- g) 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](mailto:edtech@nysed.gov).

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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	1.00
Instructional Support	4.00
Technical Support	16.00
<b>Totals:</b>	<b>21.00</b>

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	Peripheral Devices	n/a	210,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	n/a
2	Instructional and Administrative Software	n/a	6,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	n/a

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Professional Development	n/a	15,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	n/a
4	N/A	n/a	0	N/A	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	n/a

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input checked="" type="checkbox"/> N/A	
<b>Totals:</b>			<b>231,000</b>			

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. **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.**

<https://www.middletowncityschools.org/Page/2451>

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](mailto:edtech@nysed.gov).

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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.

<input checked="" type="checkbox"/> 1:1 Device Program	<input type="checkbox"/> Engaging School Community through Technology	<input type="checkbox"/> Policy, Planning, and Leadership
<input type="checkbox"/> Active Learning Spaces/Makerspaces	<input checked="" type="checkbox"/> English Language Learner	<input type="checkbox"/> Professional Development / Professional Learning
<input checked="" type="checkbox"/> Blended and/or Flipped Classrooms	<input type="checkbox"/> Instruction and Learning with Technology	<input type="checkbox"/> Special Education Instruction and Learning with Technology
<input type="checkbox"/> Culturally Responsive Instruction with Technology	<input checked="" type="checkbox"/> Infrastructure	<input type="checkbox"/> Technology Support
<input type="checkbox"/> Data Privacy and Security	<input type="checkbox"/> OER and Digital Content	<input type="checkbox"/> Other Topic A
<input type="checkbox"/> Digital Equity Initiatives	<input type="checkbox"/> Online Learning	<input type="checkbox"/> Other Topic B
<input type="checkbox"/> Digital Fluency Standards	<input type="checkbox"/> Personalized Learning	<input type="checkbox"/> 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	Chris Galloway	TechTOSA	christopher.galloway@ecsdm.org	<input checked="" type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized



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	Name of Contact Person	Title	Email Address	Innovative Programs
				<input type="checkbox"/> Learning Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> 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	Patrick DeCosta	TechTOSA	patrick.decosta@ecsdm.org	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input checked="" type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	Linda Bradt	ELL coordinator	linda.bradt@ecsdm.org	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input checked="" type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	Kevin Leonas	Technical Services Manager	kevin.leonas@ecsdm.org	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology <input checked="" type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

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