

2018-2021 Instructional Technology Plan - Annually - 2018

I. District LEA Information

Section I - District LEA Information

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

Kurt Peavey

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

Director of Technology

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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II. Strategic Technology Planning

Section II - Strategic Technology Planning

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

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

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

Technology Vision Statement

Madison Central School District will utilize technology to help meet the needs of all students and to better prepare them to become successful members of society and the workplace by:

- Incorporating technology into all areas of curriculum
- Providing alternative methods of learning for different learning styles
- Allowing students to access, analyze, create, and exchange information using technological resources
- Providing the means, training, resources, and evaluation opportunities to help faculty and staff to incorporate technology into their curriculums
- Providing access to students, faculty, staff and community to available technological resources

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

| | List Goals |
|--------|---|
| Goal 1 | To provide professional development opportunities that enables faculty/staff to access and utilize technology effectively for the 21st century. |
| Goal 2 | To promote and increase technology integration to enhance instruction and to increase student success in the 21st century. |
| Goal 3 | To maintain and develop existing and future technological infrastructure to support all learning initiatives. |

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

No

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

No

6. **Summarize the planning process used to develop answers to the Instructional Technology Plan questions and/or your district comprehensive instructional technology plan. Please include the stakeholder groups participating and the outcomes of the instructional technology plan development meetings.**

The stakeholder groups that are present on the technology planning committee include administrators, teachers, BOE members, parents, students, community members.

May 2018 Final Technology Committee Review & Approval of Technology Plan - Technology Committee participants/Open meeting - Provides the technology committee a final opportunity for question/answer and provides district clear picture of technology use and needs for the future.

June 2018 Final Board of Education Review & Approval of Technology Plan - Board of Education/BOE Regular Meeting - Provides the BOE and attendees the District's technology goals and uses for the future.

October 2018 Gather input from teachers, administrators, students and parents on current technology use and needs - Technology Committee/Open meeting - Opportunity to review current technology use, formulate possible changes and contemplate future needs.

January 2019 Gather input from teachers, administrators, students and parents on current technology use and needs.- Technology Committee/Open meeting - Review Technology Plan and allow for opportunity for necessary changes.

2018-2021 Instructional Technology Plan - Annually - 2018**II. Strategic Technology Planning**

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

Madison Central School District Professional Development Plan for Technology

As a small district, our focus audience for all technology in-service includes Pre-k - 12 staff. It is our goal that all in-service is a hands-on experience where faculty not only learn but also participate.

- Turnkey Trainers: Teachers will participate in Model Schools training and other professional development opportunities such as Lego education in order to incorporate the hands-on engineering aspects of the Next Generation Science Standards and will return that knowledge to other District staff. Thus, encouraging reluctant staff, building trust and willingness to try and learn, maintaining continuous support and growth among faculty.
- Superintendent Days: Use of the professional development videos that are part of the Frontline Professional Growth Series. Series includes such topics as communicating and engaging with parents, response to intervention, classroom management, working with students on the Autism Spectrum and other topics.
- Faculty Meetings: Through turnkey trainers, building principals will create technology learning opportunities for teachers and staff including use of drones, 3-d printing, google classroom, Lego Robotics, and other STEAM topics.
- Technology Integration Specialist: The Technology Integration Specialist will provide hands-on technology learning opportunities for faculty within the classroom along with the teacher. The Technology Integration Specialist will also assist teachers in developing project-based activities infused with technology including Lego Robotics, drones and assisting students and teachers in the use of 1:1 devices as an instructional tool.

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.

Evaluation of the implementation of Madison Central School's Technology Plan will be conducted with simple observations of technology use, instruction and integration by the Technology Coordinator and by building administrators.

The Technology Coordinator will be responsible to collect data and present it to the technology committee. Comments from teachers, students, staff, parents and area business and community members may be referred to the Technology Committee at any time.

The Technology Committee will receive reports from the Technology Coordinator regarding the integration of technology into curriculum. Administration will also report on technology use in classrooms through teacher and classroom observations.

Student proficiency will be measured in the elementary by teacher observation and student products. Students will also complete a computer-skills class with practical assessments. In the middle school and high school, students will be assessed through classroom project rubrics through their instructors.

Teacher proficiency will be assessed by means of a needs assessment survey each year. This self-assessment will be given to the teachers at year-end. This will assist the technology committee's decisions and revisions on the technology plan.

Technology plans are an ongoing process and the Madison Central School District and Technology Committee recognizes that mid-course corrections, modifications and additions to the plan will be necessary to continue supporting our goals and respond to new developments and opportunities.

Technology meetings will continue to occur on a regular basis. At those times, concerns, developments and opportunities will be discussed and analyzed.

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III. Action Plan - Goal 1

Section III - Action Plan

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

1. Goal #1

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

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

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). Check all that apply.

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

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

| 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 | Assess district staff to determine professional development needs related to technology. 2018-19: Survey staff in level of knowledge use of google classroom, touch screen monitors. 2019-20: Monitoring amount of use of google classroom, touch screen monitors. Integrate turnkey trainers to assist/demonstrate to teachers who are not proficient. 2020-21: Grade 6-12 staff expectation of complete integration of google classroom and touchscreen monitors. | Building Principal | N/A | June (06) | 2021 | 0 |

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III. Action Plan - Goal 1

| | 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 2 | Professional Development | Develop staff development opportunities for improvement in competencies related to technology available in the school district. 2018-19: Technology Integration Specialist works with individual staff to develop turn-key trainers 2019-20: Turn-key trainers assist teachers with technology and project based instruction. 2020-21: Turn-key trainers develop bi-monthly technology training sessions. | Building Principal | N/A | June (06) | 2021 | 0 |
| Action Step 3 | Professional Development | Partner with other entities to provide additional professional development opportunities for faculty and staff. (Model Schools, etc) 2018-19: Investigate and develop various professional development opportunities including Model Schools, community businesses and local higher education resources. 2019-20: Imbed within the District schedule training sessions with partners. 2020-21: Analyze effectiveness of the partnerships and integrate improvements with partners. | Building Principal | N/A | June (06) | 2021 | 0 |
| 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

| | 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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III. Action Plan - Goal 2

Section III - Action Plan

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

1. Goal #2

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

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

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)

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

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 Plan for and embed meaningful digital learning experiences into curriculum 2018-19: Using NYS Standards develop grade-level-specific technology benchmark expectations 2019-20: Develop grade-level-specific technology projects 2020-21: Implement and enhance grade-level-specific technology projects | Building Principal | N/A | June (06) | 2021 | 0 |
| Action Step 2 | Implementation Establish classroom teacher leaders who will integrate curriculum-based STEAM projects and initiatives. 2018-19: Create STEAM Technology Club to increase student participation in 3-d printing, robotics, coding, etc. Utilize | Building Principal | N/A | June (06) | 2021 | 15,000 |

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III. Action Plan - Goal 2

| | 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 |
|---------------|------------------------------------|---|--------------------------------------|---|---------------------------------|--------------------------------|------------------|
| | | current district technology and investigate purchase of additional supplies and technology. 2019-20: Develop a Makerspace center in District library. 2020-21: Develop Makerspace carts to be utilized in classrooms to facilitate learning opportunities across content areas. | | | | | |
| Action Step 3 | Implementation | Increase the integration of STEAM type lessons into general education classes. 2018-19: Using NYS Standards develop grade-level-specific STEAM expectations. 2019-20: Develop STEAM project-based learning lessons that utilize the Next Generation Science Standards. 2020-21: Expectation of teacher utilization of one project-based STEAM cross-curricular lesson to enhance the engineering skills of our students. | Director of Technology | N/A | June (06) | 2021 | 0 |
| Action Step 4 | N/A | N/A | N/A | N/A | June (06) | 2021 | 0 |

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.

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III. Action Plan - Goal 2

| | 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) |

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III. Action Plan - Goal 3

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

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

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)

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

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 | <p>Infrastructure</p> <p>Maintenance Services. 2018-19: Monitor work order turnaround to ensure timeliness of repairs and implementation. 2019-20: Monitor work order turnaround to ensure timeliness repairs and implementation. Develop "Help Desk" for resolving problems and offering guidance. (for example: Frequently Asked Questions database and student-led guidance). 2020-21: Monitor work order turnaround to ensure timeliness repairs and implementation. Continue "Help Desk" for resolving</p> | Director of Technology | N/A | June (06) | 2021 | 0 |

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III. Action Plan - Goal 3

| | 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 |
|---------------|------------------------------------|---|--------------------------------------|---|---------------------------------|--------------------------------|------------------|
| | | problems and offering guidance. (for example: Frequently Asked Questions database and student-led guidance). | | | | | |
| Action Step 2 | Infrastructure | <p>Monitoring regular use of network system. To support technology in the district the Technology Coordinator will keep track of how, how much and by whom technology is being used.</p> <p>2018-19: Compile indicators of volume of transactions, number and duration of user sessions, database size, and downtime.</p> <p>2019-20: Continue to compile indicators of volume of transactions, number and duration of user sessions, database size, and downtime.</p> <p>Develop forms/logs for documenting requests and changes to network and computer issues.</p> <p>Review and prioritize requests and solutions.</p> <p>2020-21: Continue to compile indicators of volume of transactions, number and duration of user sessions, database size, and downtime.</p> <p>Develop forms/logs for documenting requests and changes to network and computer issues.</p> <p>Review and prioritize requests and solutions.</p> | Director of Technology | N/A | Feb. (02) | 2019 | 25000 |
| Action Step 3 | Infrastructure | <p>Continue replacing and re-deploying hardware.</p> <p>2018-19: Determine hardware lifecycle of switches, access points, wiring and servers.</p> | Director of Technology | N/A | Feb. (02) | 2019 | 15000 |

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III. Action Plan - Goal 3

| | 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 |
|---------------|------------------------------------|--|--------------------------------------|---|---------------------------------|--------------------------------|------------------|
| | | 2019-20: Replacement of switches in Gymnasium, Elementary switch closets utilizing e-Rate category 2 funds. 2020-21: Replacement of switches in Library, Elevator and Computer Lab switch closets | ogy | | | | |
| Action Step 4 | N/A | N/A | N/A | N/A | June (06) | 2021 | 0 |

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 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) |

2018-2021 Instructional Technology Plan - Annually - 2018

III. Action Plan - Goal 3

| | 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 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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IV. NYSED Initiatives Alignment

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

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.**

To ensure that students with disabilities that are either in the public school setting or have been placed in nonpublic schools have access to and participate in the general curriculum the CSE chairperson will consult with the Technology Coordinator to ascertain whether current technology is in the District's inventory and if that technology will address the needs of the student. If the technology is not readily available the district will research and, if possible, obtain samples or demos to potential technology to purchase. If possible the student will try the technology first-hand. If the technology addresses the needs of the student the district will purchase it.

Technology that Madison Central School District utilizes for our special education students include text-to-speech software on chromebooks, FM Audiological Systems, touchscreen monitors and touchscreen chromebooks, ipads, Visual Scheduler App, and virtual reality. Each of these tools are used to give our students the accommodations they need to have equal access to learning. Text-to-speech software is used to allow students with reading difficulties to acquire the knowledge and understanding from written text that may not have been able to acquire on their own. The Visual Schedule app assists our autistic students in planning for their day and helps them to relieve their anxiety of the unknown. Able to see their schedule throughout the day, check off what they have already attended and understand what class is coming next. The FM Audiological System allows our students with hearing difficulties to be able to sit anywhere in the room, collaborate while still hearing instruction and conversations going on around them.

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

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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IV. NYSED Initiatives Alignment

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.**

- | | |
|---|---|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input checked="" type="checkbox"/> Technology to support writers in the Secondary classroom | <input checked="" type="checkbox"/> Electronic communication and collaboration |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital word | <input checked="" type="checkbox"/> Promotion and model digital citizenship and responsibility |
| <input checked="" type="checkbox"/> Writing and technology workshop for teachers | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input type="checkbox"/> Enhancing Children's Vocabulary Development with technology | <input checked="" type="checkbox"/> Web authoring tools |
| <input checked="" type="checkbox"/> Writer's workshop in the Bilingual classroom | <input checked="" type="checkbox"/> Helping students connect with the world |
| <input checked="" type="checkbox"/> Reading strategies for English Language Learners | <input checked="" type="checkbox"/> The interactive whiteboard and language learning |
| <input checked="" type="checkbox"/> Moving from learning letters to learning to read | <input type="checkbox"/> Use camera for documentation |
| <input checked="" type="checkbox"/> The power of technology to support language acquisition | <input type="checkbox"/> Other (please identify in Question 7a, below) |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the language classroom | |

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)

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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V. Administrative Management Plan

Section V - Administrative Management Plan

1. Staff Plan

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

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 | Network and Infrastructure | N/A | 25,000 | One-Time | <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 <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 | End User Computing Devices | N/A | 30,000 | One-Time | <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 <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools | 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." |
|----------------|--|--|----------------|------------------------------------|---|---|
| | | | | | <input type="checkbox"/> Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A | |
| 3 | Professional Development | N/A | 5,000 | N/A | <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 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 <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 | N/A |
| Totals: | | | 60,000 | | | |

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3. Has the school district provided for the loan of instructional computer hardware to students legally attending nonpublic schools pursuant to Education Law, section 754?

Not Applicable (There are no non-public schools in the district)

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.

www.madisoncentralny.org

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

No

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

No

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

No

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

Yes

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

Yes

10. Does the district have an Internet Safety Policy?

Yes, and I will provide the URL to the policy.

- 10b. Please provide the URL to the district's Internet Safety Policy.

<http://web2.moboces.org/policies/madison/5400%20internet%20safety%20policy.pdf>

11. Does the district have a Cyberbullying Policy?

No. The district does not have such a policy.

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?

2014

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

<https://www.madisoncentralny.org/cms/lib/NY01913783/Centricity/Domain/26/MCSD%20Parents%20Bill%20of%20Rights%20for%20Data%20Privacy%20and%20Security.pdf>

13. Does the district have an information breach policy that addresses the district's planned response to an information breach?

Yes, and I will provide the URL to the policy.

- 13b. Please provide the URL to the policy that addresses the district's planned response to an information breach.

<http://web2.moboces.org/policies/madison/5404%20Information%20Security%20Breach%20Policy.pdf>

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

<https://www.madisoncentralny.org/cms/lib/NY01913783/Centricity/Domain/216/2018%202021%20Instructional%20Technology%20Plan%20MADISON%20CSD.pdf>

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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VI - Sharing Innovative Educational Technology Programs

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.

| | |
|--|---|
| <input type="checkbox"/> Active Learning Spaces/Makerspaces | <input type="checkbox"/> Policy, Planning, and Leadership |
| <input type="checkbox"/> Culturally Responsive Instruction with Technology | <input type="checkbox"/> Privacy and Security |
| <input checked="" type="checkbox"/> Device Planning and Implementation (1:1; BYOD) | <input type="checkbox"/> Professional Learning |
| <input type="checkbox"/> Digital Citizenship | <input type="checkbox"/> Project-based Learning |
| <input type="checkbox"/> Infrastructure | <input type="checkbox"/> Other Topic A |
| <input type="checkbox"/> OER and Digital Curriculum | <input type="checkbox"/> Other Topic B |
| <input type="checkbox"/> Personalized Learning | <input type="checkbox"/> Other Topic C |
| <input type="checkbox"/> 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. | Kurt Peavey | Technology Coordinator | kpeavey@madisoncentralny.org | <input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <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 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 | (No Response) | (No Response) | (No Response) | <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C |
| Please complete all columns | (No Response) | (No Response) | (No Response) | <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning |

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VI - Sharing Innovative Educational Technology Programs

| | Name of Contact person | Title | E-mail address | Innovative Programs. Check all that apply for each contact name. |
|-----------------------------|------------------------|---------------|----------------|--|
| | | | | <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C |
| Please complete all columns | (No Response) | (No Response) | (No Response) | <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C |
| Please complete all columns | (No Response) | (No Response) | (No Response) | <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive |

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| | Name of Contact person | Title | E-mail address | Innovative Programs. Check all that apply for each contact name. |
|-----------------------------|------------------------|---------------|----------------|---|
| | | | | Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C |
| Please complete all columns | (No Response) | (No Response) | (No Response) | <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and |

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VI - Sharing Innovative Educational Technology Programs

| | Name of Contact person | Title | E-mail address | Innovative Programs. Check all that apply for each contact name. |
|--|------------------------|-------|----------------|---|
| | | | | Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C |

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