

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

I. District LEA Information

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

Lorre Gregory

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

Director of Technology

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**2022-2025 Instructional Technology Plan - 2021****II. Strategic Technology Planning**

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

Milford Central School will provide all students with the knowledge, skills, and values to become productive participants in a changing world. A caring staff will ensure successful, challenging experiences that will instill a life-long love of learning

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

MCS will ensure students and their educators have equitable access to training and technology to succeed as global citizens in a changing world. Students will responsibly use technology as a seamless tool to improve communication, enhance thinking skills, make instruction more efficient and effective, and develop life skills critical to success.

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

The Milford Central School values their commitment to the technology plan. The stakeholder groups included the Technology Committee which includes the: Director of Technology and Innovation, Media Specialist, Principal, one to two teacher representatives from the elementary, middle and high school, and the Library Media Specialist. In the winter of the 21-22 school year, the Technology Team invited, through website postings and Board of Education meeting announcements, students, parents and members of the Board of Education to be included in the 2022-25 Technology planning process. This invitation increased the stakeholder groups to include a student and two community/Board of Education members. The Technology Team meets **monthly** and a **timeline** of the planning process was established which included monthly benchmarks for the planning process during the 2022 school year. 1) Outreach and research 2) Stakeholder group identification 3) Monthly planning 4) Review and 5) Submission. The **outcomes** of the meetings reflect a commitment to a healthy and up-to-date technology plan with a district-wide effort to improve community, parent, student and staff communication and collaboration, professional development, and the integration of technology to close the achievement gap. The technology plan aligns itself with the district's strategic planning process and compliments the third district wide goal, "To support staff in communicating and collaborating with students, colleagues, other professionals, and the community in an effort to improve practice."

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

At the inception of the 2022-25 planning process, the committee reviewed the previous goals and identified strengths and areas of improvement based upon implementation of the previous three-year plan. The goal of each Technology Plan is to build on the previous toward reaching our overall technology vision.

COVID made the planning process and considerations different from previous years. Social distancing, masking, and COVID mandates for testing and vaccination needed to be accounted for when meeting. The planning process was different from previous years because there was increased outreach to students and the community.

All three goals from the previous plan were met, however the biggest weakness was the progress monitoring and documentation of goal two mainly due to the pandemic. However, it was evident that the goal was being met because all students in the entire school were using Google Classroom to submit and correspond with their teachers.

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

The experiences through the COVID pandemic enforced the 2018-21 Technology Plan goals. The second goal of the 2018-21 Technology Plan was to increase equitable access to high-quality digital resources to expose students to standards-based technology rich learning experiences. In September of 2020, the school district as a whole requested all staff to use Google Classroom and Google Meet as their form of digital communication with students and parents. Students were given 1:1 devices and students were surveyed for internet availability. The increased use of Chromebooks during the pandemic shortened the lifespan of the Chromebooks. Therefore the replacement cycle of our Chromebooks was reduced. Alternative funding streams were pursued to account for increased need for Chromebooks. Students who did not have internet were either provided a device or an area they could go to use high speed internet. This allowed for blended learning opportunities and curriculum to be available to all students. Professional development in integration of learning technologies, which was the schools third Technology Plan Goal, increased. Teachers met after school and over summers to strengthen their use of the Google environment. NYSCATE training was pushed to staff and a mini NYSCATE conference called DO-Ed Tech (Destination Oneonta Education Technology) was offered during the 2019, 2020 and 2021 school year. The 2022-25 Technology Plan Goals build on the previous goals and reflect the experiences during the pandemic by increasing opportunities for community outreach, secure teaching environments, and ensuring digital fluency.

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

Yes

**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.**

The MCS Instructional Technology professional devplan is a subset of and fully aligns with the district's Professional Development Plan (PD Plan) for Teaching and Learning already on file with NYSED Office of Curriculum and Instruction. To ensure the PD Plan goals are met the subset Informational Technology Professional Development Plan includes:

**Individualized Training Description:** A media specialist meets with a staff member to learn a specific computer application or concept. The computer teacher provides one-on-one direct instruction to the staff member. **Example:** A teacher would like to learn how to use a computer graphing program and makes an appointment with the computer teacher for a hands-on training session. **Advantages:** Provides the classroom teacher with personalized instruction and has immediate impact on classroom instruction. **Disadvantages:** Very time consuming. **Recommendations:** Individualized training should be used only in special situations.

**Teacher Consultation Description:** A media specialist or mentor teacher meets with a classroom teacher to discuss options for a computer project. The computer teacher makes recommendations for software, as well as suggesting strategies for managing the project. No hands-on instruction occurs. **Example:** A teacher would like to learn how to create a classroom newspaper. The teacher meets with the media specialist or mentor teacher to discuss software options. **Advantages:** Necessary support is provided for a teacher to help him/her integrate technology into the curriculum. **Disadvantages:** Somewhat inefficient since only one person is supported. **Recommendations:** Since teacher consultations are an important way to help teachers use computers to enhance instruction, they should be continued. It may be desirable to arrange grade level consultations to improve efficiency.

**Staff Development Workshops Description:** A group of staff members attends a two or three hour workshop, sponsored by the Curriculum Center, which deals with a specific topic. **Example:** Eight fourth grade teachers attend a workshop to learn how to graph weather data using a computer. The graphing activity is part of a science unit. **Advantages:** Workshops allow for focused instruction. This format is particularly useful for grade level projects and computer topics. **Disadvantages:** Limited time can limit effectiveness. **Recommendations:** Several workshops, based on grade level computer curriculum themes, should be offered during the year.

**Professional Development (PD) Courses Description:** A variety of formats, including six week courses, weekend courses, research projects, mini-grants, and courses designed for specific departments or grade levels allow staff to learn about issues in computer education. **Example:** Twelve teachers attend a weekend course entitled "Using the Internet in the Elementary Curriculum." **Advantages:** Extended experience with computers allows participants to investigate a topic thoroughly. Valuable hands-on experiences are provided. **Disadvantages:** Staff must elect to take courses (although the majority of teachers have participated in PD courses). **Recommendations:** PD Courses should be repeated and offerings should be expanded.

Effectiveness of the Professional Development Plan will be evaluated annually first by gathering data on the previous years professional development offered to staff and providing this to the Comprehensive District Education Plan Committee (CDEP). The CDEP Committee will then evaluate how many attended and the surveys provided after each event. The evaluation will: 1) Better determine the effectiveness of the plan, 2) Document that project objectives were achieved, 3) Provide information to stakeholders, and 4) Enable program staff to make changes that improve effectiveness.

-Subset of MCS Professional Development Plan

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II. Strategic Technology Planning

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**2022-2025 Instructional Technology Plan - 2021****III. Goal Attainment**

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

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

Moderately
- 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:**

Fully
- 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:**

Fully
- 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:**

Fully

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**2022-2025 Instructional Technology Plan - 2021**IV. Action Plan - Goal 1

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**1. Enter Goal 1 below:**

By the end of 2024 MCS will support student/parent/community outreach for grades PK-12 through technology enhancements.

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

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## IV. Action Plan - Goal 1

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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.**

The Technology Committee will collect information and data. The evaluation design includes both process and product evaluation to: 1) Better determine the effectiveness of the plan, 2) Document that project objectives were achieved, 3) Provide information to stakeholders, and 4) Enable program staff to make changes that improve effectiveness. The Technology Committee will use the information gathered during the planning, implementation, and evaluation processes to interpret, report findings, and recommend modifications for improving the Plan. The evaluation design will be guided by the following questions: Were the Plan goals and activities implemented as planned? If not, what barriers or obstacles prevented the activities from being executed? How effective were the project activities in achieving the objectives? What is the impact of the project activities on the participants?

Process Evaluation: The process evaluation will gather information about how successfully the strategies of the Technology Plan were implemented as planned, and assess their impact on the target population. Process evaluation is both quantitative and qualitative in nature and is intended to assess the outcome of the plan. This data, collected formatively and summatively will describe how students and teachers are affected by the project activities. The process evaluative data will focus on: •Community/parent/student outreach Benchmark: The Installation of the External Digital Signage. The process data collected will include the following tools or metrics: pre and post evaluations regarding external communication within our school district and the school's climate survey results.

Product Evaluation: The product evaluation will focus on measuring final outcomes against plan goals, objectives, and benchmarks. Changes that have occurred will be identified and analyzed to determine whether the plan is effective for students and teachers. Like the process evaluation, the product evaluation will be collected formatively and summatively. The product performance measures will focus on: • Improvements in communication • Improvements in quality of communication. Technology communication support will increase through analyzing the pre and post evaluations regarding external communication within our school district.

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

|               | Action Step   | Action Step - Description   | Responsible Stakeholder: | 'Other' Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---------------|---------------|---|--------------------------|---------------------------------|--------------------------------|------------------|
| Action Step 1 | Evaluation    | Pre Stakeholder Evaluation  | Director of Technology   | Technology Committee            | 12/30/2022                     | 0                |
| Action Step 2 | Collaboration | Tech Committee member will reach out to the town to research the steps in allowing the installation of a Digital Sign and obtain rights | Director of Technology   | Technology Committee            | 03/31/2023                     | 0                |
| Action Step 3 | Research      | Research Digital Sign options for outside   | Director of Technology   | Town                            | 08/31/2023                     | 0                |
| Action Step 4 | Planning      | Obtain three quotes, State contract, or Bid for signage   | Director of Technology   | Business Office                 | 12/31/2023                     | 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**

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**Question 1, above.**

|               | Action Step   | Action Step - Description             | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---------------|---------------|---------------------------------------|--------------------------|---------------------------------|--------------------------------|------------------|
| Action Step 5 | Purchasing    | Purchase and Install Signage          | Director of Technology   | Business Office                 | 06/30/2024                     | 25000            |
| Action Step 6 | Evaluation    | Post community evaluation via website | Director of Technology   | Technology Committee            | 06/30/2025                     | 0                |
| Action Step 7 | (No Response) | (No Response)                         | (No Response)            | (No Response)                   | (No Response)                  | (No Response)    |
| Action Step 8 | (No Response) | (No Response)                         | (No Response)            | (No Response)                   | (No Response)                  | (No Response)    |

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

## IV. Action Plan - Goal 2

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**1. Enter Goal 2 below:**

By the end of 2024, MCS will support a secure teaching and learning environment for grades PK-12 through additional technology enhancements.

**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 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.**

The Technology Committee will collect information and data. The evaluation design includes both process and product evaluation to: 1) Better determine the effectiveness of the plan, 2) Document that project objectives were achieved, 3) Provide information to stakeholders, and 4) Enable program staff to make changes that improve effectiveness. The Technology Committee will use the information gathered during the planning, implementation, and evaluation processes to interpret, report findings, and recommend modifications for improving the Plan. The evaluation design will be guided by the following questions: Were the Plan goals and activities implemented as planned? If not, what barriers or obstacles prevented the activities from being executed? How effective were the project activities in achieving the objectives? What is the impact of the project activities on the participants?

Process Evaluation: The process evaluation will gather information about how successfully the strategies of the Technology Plan were implemented as planned, and assess their impact on the target population. Process evaluation is both quantitative and qualitative in nature and is intended to assess the outcome of the plan. This data, collected formatively and summatively will describe how students and teachers are affected by the project activities.

The process evaluative data will focus on: "Secure teaching and learning environments Benchmark: Installation of ip security cameras. The annual climate survey will provide the qualitative data needed to analyze whether the goal of providing a secure learning environment is being accomplished.

The process data collected will include the following tools or metrics: Annual Climate Survey, pre and post attitudinal surveys to users of current and updated security cameras. Product Evaluation: The product evaluation will focus on measuring final outcomes against plan goals, objectives, and benchmarks. Changes that have occurred will be identified and analyzed to determine whether the plan is effective for students and teachers. Like the process evaluation, the product evaluation will be collected formatively and summatively. The product performance measures will focus on: "Improvements in security and safety " Improvements in quality of security

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## IV. Action Plan - Goal 2

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

|               | Action Step   | Action Step - Description   | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---------------|---------------|---|--------------------------|---------------------------------|--------------------------------|------------------|
| Action Step 1 | Evaluation    | Pre Evaluation  | Director of Technology   | Administration                  | 12/31/2022                     | 0                |
| Action Step 2 | Planning      | Planning  | Director of Technology   | IT Department                   | 06/30/2023                     | 0                |
| Action Step 3 | Collaboration | Stakeholder meetings will be held to inform stakeholders of the impact of the security changes. | Director of Technology   | Administration                  | 06/30/2025                     | 0                |
| Action Step 4 | Budgeting     | Budgeting in alignment with NYSAFE Act  | Business Official        | Director of Technology          | 12/31/2022                     | 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 | Purchasing     | Purchasing of Cameras                     | Business Official        | Director of Technology          | 06/30/2023                     | 20000            |
| Action Step 6 | Implementation | Installation of enhanced security cameras | Director of Technology   | IT Department                   | 06/28/2024                     | 0                |
| Action Step 7 | Evaluation     | School Climate Survey Post Evaluation     | Director of Technology   | Technology Committee            | 06/30/2025                     | 0                |
| Action Step 8 | (No Response)  | (No Response)                             | (No Response)            | (No Response)                   | (No Response)                  | (No Response)    |

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**2022-2025 Instructional Technology Plan - 2021**IV. Action Plan - Goal 3

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**1. Enter Goal 3 below:****By the end of 2024 Ensure NYS Computer Science and Digital Fluency Standards Implementation (CS&DF)****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 checked="" type="checkbox"/> Economically disadvantaged students   |
| <input checked="" type="checkbox"/> Early Learning (Pre-K -3)   | <input type="checkbox"/> Students between the ages of 18-21   |
| <input checked="" type="checkbox"/> Elementary/intermediate   | <input checked="" type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs  |
| <input checked="" type="checkbox"/> Middle School   | <input checked="" 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 checked="" type="checkbox"/> Students who do not have internet access at their place of residence  |
| <input checked="" type="checkbox"/> Students with Disabilities  | <input checked="" type="checkbox"/> Students in foster care   |
| <input checked="" type="checkbox"/> English Language Learners   | <input checked="" type="checkbox"/> Students in juvenile justice system settings  |
| <input checked="" type="checkbox"/> Students who are migratory or seasonal farmworkers, or children of such workers | <input checked="" type="checkbox"/> Vulnerable populations/vulnerable students  |
| <input checked="" 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

**2022-2025 Instructional Technology Plan - 2021****IV. Action Plan - Goal 3**

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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.**

The Technology Committee will collect information and data. The evaluation design includes both process and product evaluation to: 1) Better determine the effectiveness of the plan, 2) Document that project objectives were achieved, 3) Provide information to stakeholders, and 4) Enable program staff to make changes that improve effectiveness. The Technology Committee will use the information gathered during the planning, implementation, and evaluation processes to interpret, report findings, and recommend modifications for improving the Plan. The evaluation design will be guided by the following questions: Were the Plan goals and activities implemented as planned? If not, what barriers or obstacles prevented the activities from being executed? How effective were the project activities in achieving the objectives? What is the impact of the project activities on the participants?

Process Evaluation: The process evaluation will gather information about how successfully the strategies of the Technology Plan were implemented as planned, and assess their impact on the target population. Process evaluation is both quantitative and qualitative in nature and is intended to assess the outcome of the plan. This data, collected formatively and summatively will describe how students and teachers are affected by the project activities. The process evaluative data will focus on: •Implementation of the NYS Computer Science and Digital Fluency Standards Benchmark: By the end of 2023 Capacity building, by the end of August 2024 Year 1 Implementation, by September 2024 Full implementation of CS&DF Standards. The process data collected will include the following tools or metrics: Attendance to professional development activities, attitudinal surveys, teacher observations.

Product Evaluation: The product evaluation will focus on measuring final outcomes against plan goals, objectives, and benchmarks. Changes that have occurred will be identified and analyzed to determine whether the plan is effective for students and teachers. Like the process evaluation, the product evaluation will be collected formatively and summatively. The product performance measures will focus on: • Improvements in survey confidence results for both students and teachers • Improvements in teacher confidence and performance regarding technology integration and student confidence as measured by Elementary, Middle School, and High school attitudinal surveys and observations.

6. **List the action steps that correspond to Goal #3 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

|               | Action Step              | Action Step - Description                      | Responsible Stakeholder:          | "Other" Responsible Stakeholder   | Anticipated date of completion | Anticipated Cost |
|---------------|--------------------------|--|-----------------------------------|-----------------------------------|--------------------------------|------------------|
| Action Step 1 | Evaluation               | Pre data collection to establish a base        | Director of Technology            | Technology Committee              | 09/30/2023                     | 0                |
| Action Step 2 | Communications           | Awareness-building                             | Director of Technology            | Technology Committee              | 06/30/2023                     | 0                |
| Action Step 3 | Curriculum               | Curriculum Development, resource acquisition   | Curriculum and Instruction Leader | Director of Technology            | 08/31/2023                     | 0                |
| Action Step 4 | Professional Development | Strategic PD opportunities throughout the year | Building Principal                | Curriculum and Instruction Leader | 08/30/2024                     | 5000             |

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 | Implementation | All credit-bearing Computer Science courses will be aligned with NYS CS&DF Standards | Building Principal       | (No Response)                   | 08/31/2024                     | 0                |
| Action Step 6 | Implementation | CS&DF Standards implemented in all grade bands K-12                                  | Building Principal       | (No Response)                   | 06/30/2024                     | 0                |
| Action Step 7 | Evaluation     | Post data collection - ensuring standards are implemented                            | Director of Technology   | (No Response)                   | 06/30/2025                     | 0                |
| Action Step 8 | (No Response)  | (No Response)  | (No Response)            | (No Response)                   | (No Response)                  | (No Response)    |

**8. Would you like to list a fourth goal?**

Yes

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**2022-2025 Instructional Technology Plan - 2021**IV. Action Plan - Goal 4

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**1. Enter Goal 4 below:**

By the end of 2025 Develop a Plan for Student Learning Independence using the Available Technology Tools

**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 checked="" 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

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

## IV. Action Plan - Goal 4

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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.**

The Technology Committee will collect information and data. The evaluation design includes both process and product evaluation to: 1) Better determine the effectiveness of the plan, 2) Document that project objectives were achieved, 3) Provide information to stakeholders, and 4) Enable program staff to make changes that improve effectiveness. The Technology Committee will use the information gathered during the planning, implementation, and evaluation processes to interpret, report findings, and recommend modifications for improving the Plan. The evaluation design will be guided by the following questions: Were the Plan goals and activities implemented as planned? If not, what barriers or obstacles prevented the activities from being executed? How effective were the project activities in achieving the objectives? What is the impact of the project activities on the participants?

Process Evaluation: The process evaluation will gather information about how successfully the strategies of the Technology Plan were implemented as planned, and assess their impact on the target population. Process evaluation is both quantitative and qualitative in nature and is intended to assess the outcome of the plan. This data, collected formatively and summatively will describe how students and teachers are affected by the project activities. The process evaluative data will focus on: •Second grade technology pre-assessment to evaluate independent learning skills using the Schools available technology tools •Fourth grade technology assessment to evaluate independent learning skills using the school's available technology tools •Sixth grade technology Assessment to evaluate independent learning skills using the school's available technology tools •Ninth grade technology assessment to evaluate independent learning skills using the Schools available technology tools

Product Evaluation: The product evaluation will focus on measuring final outcomes against plan goals, objectives, and benchmarks. Changes that have occurred will be identified and analyzed to determine whether the plan is effective for students and teachers. Like the process evaluation, the product evaluation will be collected formatively and summatively. The product performance measures will focus on: •Improvements in survey confidence results for both students and teachers •Improvements in teacher confidence and performance using technology tools to promote learning independence and student confidence as measured by Elementary, Middle School, and High School attitudinal surveys and observations.

6. **List the action steps that correspond to Goal #4 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

|               | Action Step              | Action Step - Description                      | Responsible Stakeholder:          | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---------------|--------------------------|--|-----------------------------------|---------------------------------|--------------------------------|------------------|
| Action Step 1 | Evaluation               | Pre-Evaluation 2nd Grade                       | Director of Technology            | Technology Committee            | 09/30/2022                     | 0                |
| Action Step 2 | Communications           | Awareness-building                             | Curriculum and Instruction Leader | Director of Technology          | 06/30/2023                     | 0                |
| Action Step 3 | Curriculum               | Curriculum Development                         | Curriculum and Instruction Leader | Director of Technology          | 08/31/2023                     | 0                |
| Action Step 4 | Professional Development | Strategic PD opportunities throughout the year | Director of Technology            | Principal                       | 08/31/2022                     | 0                |

7. **This question is optional.**

**If more action steps are needed, continue to list the action steps that correspond to Goal #4 from your answer to**

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

## IV. Action Plan - Goal 4

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**Question 1, above.**

|               | Action Step    | Action Step - Description   | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---------------|----------------|---|--------------------------|---------------------------------|--------------------------------|------------------|
| Action Step 5 | Implementation | Grades 2-9 student training in Google Dictation and Select to Speak | Classroom Teacher        | (No Response)                   | 08/31/2023                     | 0                |
| Action Step 6 | Evaluation     | Fourth, Sixth, Eighth Grade Assessment                              | Classroom Teacher        | (No Response)                   | 06/30/2024                     | 0                |
| Action Step 7 | (No Response)  | (No Response)   | (No Response)            | (No Response)                   | (No Response)                  | (No Response)    |
| Action Step 8 | (No Response)  | (No Response)   | (No Response)            | (No Response)                   | (No Response)                  | (No Response)    |

**8. Would you like to list a fifth 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](mailto: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.**

Enhance Differentiated Instruction

Chromebooks and Interactive Projection technology will provide different students with different avenues of learning. Google offers schools a free, secure, hosted solution for teachers and students to collaborate. Once teachers and students login, they have access to a variety of Google applications, including word processing, spreadsheet, and publishing applications. Google Apps offers a variety of educational tools that can be used by teachers and students.

Interactive Projection Technology allows students to explore lesson content, create and deliver presentations, and play education games that are student centered and collaborative. They offer different strategies and approaches for differentiating instruction.

Expand Student Learning Inside and Outside the Classroom

A 1-1 Chromebook initiative allows for students to learn inside and outside the classroom. Students can “share” their homework with their teacher, and the teacher can correct and return it without printing a page! Another exciting feature for students is the capability to work on the same project at the same time with any other student or teacher. This may be done at any location.

Benefit Students with Disabilities and English Language Learners (ELL)

Chromebooks are an excellent assistive technology that offer apps and extensions that provide support for students with learning disabilities and ELL students. There are screen readers, text-to-speech and speech-text, screen magnification, curriculum resources, and many collaboration tools offered through the use of Chromebooks.

Sound Amplification Systems and “Smart” pens that record the teacher while the student is taking notes offer other forms of assistance for students with disabilities and ELL students.

Contribute to the Reduction of other Learning Gaps that have been Identified by the District and addressing students experiencing homelessness and/or housing insecurity

The Technology Committee meets at least four times per year and includes the: Technology Director, District Data Coordinator, Grant Writer, Principal, a teacher from the Elementary, Middle School, and High School, and the Library Media Specialist.

The technology plan’s future goals reflect commitment, and show a collaborative, district-wide effort to improve communication, professional development, and integration of technology to close the achievement gap. The district has shown an interest in increasing its role in the community, and now has a district website and school-based email system for more effective communication with other schools and the community at large. Most importantly, the district goals now reflect direct student improvement initiatives, based on the schools CDEP (Comprehensive District Education Plan).

Blended Learning Enhancement

The school district has two Distance Learning rooms in the building that offer shared classroom teaching and college level courses. Through the added use of the Chromebooks, virtual Google classrooms are set-up allowing for online learning and flipped classrooms.

Assessments: The 1-1 initiative has allowed for a smooth transition to computer-based testing and other technology based formative assessments.

- 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.**

MCS is developing the **infrastructure** to provide equitable learning “everywhere, all the time.” as outlined in the National Technology Plan. High-speed wifi is available throughout the school, and in the future on the buses, and every student has a high-quality low-cost Chromebook that can be taken home if needed. Chromebooks are offered to all students. First, the district’s **short-term goals** were addressed. The most important goal was ensuring students availability to high speed internet. To ensure that the students who do not have access to the internet are served, access to hotspot devices are offered to these students or locations where high speed internet is offered are made available. The need for high speed internet for families has significantly reduced between 2020-2022 school years due to increased availability throughout the school’s rural area. **Partnerships** with the regional BOCES have strengthened data privacy and security. The school district’s **long-term goals** include expanding its digital citizenship and responsible use program and student learning independence. The ongoing integration of quality digital content and resources will allow the “everywhere, all the time” model and help provide opportunities for this small rural school that compare to their metropolitan counterparts.

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

Instruction is differentiated to support individualized needs of students with disabilities at Milford Central School. For example, students with autism are trained and provided iPads with apps for communication, students with hearing impairment are offered instruction with the use of classroom sound amplifiers, students with learning disabilities are provided Chromebooks with text to speech and speech to text apps, and students with visual and focusing impairments are offered a program that will allow them to see the teachers workspace on their own personal Chromebook. Chromebooks have their own ADA accessibility features that allow students to individualize their workspace. Other assistive technologies include "smart" pens that record a lecture while recording students written notes (students can play back and listen to the lesson while reading over their notes at a later time), Smartboard interactive lessons, visuals, and games for review, Google slides to teach their own lessons, and collaboration services such as Google Docs, and organization technologies such as Google calendar, classroom, and a homework access system. In addition, MCS contracts with the regional BOCES for an Assistive Technology specialist who works with students with disabilities to navigate their current technology and offers recommendations for additional assistive technology.

- 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.**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom                                   | <input checked="" type="checkbox"/> Using technology as a way for students with disabilities to demonstrate their knowledge and skills |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom                                    | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology                                     |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital world   | <input checked="" type="checkbox"/> Electronic communication and collaboration   |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology                                 | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility  |
| <input checked="" type="checkbox"/> Reading strategies through technology for students with disabilities                        | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas                                    |
| <input checked="" type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input type="checkbox"/> Helping students with disabilities to connect with the world  |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the special education classroom            | <input type="checkbox"/> Other (please identify in Question 5a, below)   |

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

## V. NYSED Initiatives Alignment

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

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

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

Yes

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

Other (please explain in Question 7b, below)

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

Less than five languages are most commonly spoken within the school district.

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.**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom    | <input 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 world          | <input type="checkbox"/> Promotion of model digital citizenship and responsibility       |
| <input type="checkbox"/> Writing and technology workshop for teachers                            | <input type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input type="checkbox"/> Enhancing children's vocabulary development with technology             | <input type="checkbox"/> Web authoring tools   |
| <input type="checkbox"/> Writer's workshop in the Bilingual classroom                            | <input type="checkbox"/> Helping students connect with the world                         |
| <input type="checkbox"/> Reading strategies for English Language Learners                        | <input checked="" type="checkbox"/> The interactive whiteboard and language learning     |
| <input type="checkbox"/> Moving from learning letters to learning to read                        | <input type="checkbox"/> Use camera for documentation                                    |
| <input type="checkbox"/> The power of technology to support language acquisition                 | <input type="checkbox"/> Other (please identify in Question 8a, below)                   |
| <input type="checkbox"/> Using technology to differentiate instruction in the language classroom |  |

**2022-2025 Instructional Technology Plan - 2021****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 type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.  | <input type="checkbox"/> Provide online mentoring programs.   |
| <input 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 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 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 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 checked="" 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.    |   |

**2022-2025 Instructional Technology Plan - 2021**V. NYSED Initiatives Alignment

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- 10. How does the district use instructional technology to facilitate culturally responsive instruction and learning environments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- ☒ The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
- ☒ The district uses instructional technology to facilitate classroom projects that involve the community.
- ☒ The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.
- ☒ The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- ☒ The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.
- ☒ The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- ☐ Other (please identify in Question 10a, below)

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

## 2022-2025 Instructional Technology Plan - 2021

## VI. Administrative Management Plan

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## 1. Staff Plan

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

|                                | Full-time Equivalent (FTE) |
|--------------------------------|----------------------------|
| District Technology Leadership | 0.30                       |
| Instructional Support          | 0.20                       |
| Technical Support              | 1.00                       |
| <b>Totals:</b>                 | <b>1.50</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 | Other (please identify in next column, to the right) | Digital Signage                     | 25,000         | One-time                           | <input type="checkbox"/> BOCES Co-Ser purchase<br><input checked="" type="checkbox"/> District Operating Budget<br><input type="checkbox"/> District Public Bond<br><input type="checkbox"/> E-Rate<br><input checked="" type="checkbox"/> Grants<br><input type="checkbox"/> Instructional Materials Aid<br><input type="checkbox"/> Instructional Resources Aid<br><input type="checkbox"/> Smart Schools Bond Act<br><input type="checkbox"/> Other (please identify in next column, to the right)<br><input type="checkbox"/> N/A | NA                     |
| 2 | Professional Development                             | NA                                  | 15,000         | Both                               | <input checked="" type="checkbox"/> BOCES Co-Ser purchase<br><input checked="" type="checkbox"/> District Operating Budget<br><input type="checkbox"/> District Public  | NA                     |

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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 |
|---|--|-------------------------------------|----------------|------------------------------------|---|------------------------|
|   |  |                                     |                |                                    | Bond<br><input type="checkbox"/> E-Rate<br><input type="checkbox"/> Grants<br><input type="checkbox"/> Instructional Materials Aid<br><input type="checkbox"/> Instructional Resources Aid<br><input type="checkbox"/> Smart Schools Bond Act<br><input type="checkbox"/> Other (please identify in next column, to the right)<br><input type="checkbox"/> N/A  |                        |
| 3 | End User Computing Devices                           | NA                                  | 81,000         | Both                               | <input checked="" type="checkbox"/> BOCES Co-Ser purchase<br><input checked="" type="checkbox"/> District Operating Budget<br><input type="checkbox"/> District Public Bond<br><input type="checkbox"/> E-Rate<br><input type="checkbox"/> Grants<br><input type="checkbox"/> Instructional Materials Aid<br><input type="checkbox"/> Instructional Resources Aid<br><input type="checkbox"/> Smart Schools Bond Act<br><input type="checkbox"/> Other (please identify in next column, to the right)<br><input type="checkbox"/> N/A | NA                     |
| 4 | Other (please identify in next column, to the right) | Security Cameras                    | 20,000         | One-time                           | <input type="checkbox"/> BOCES Co-Ser purchase<br><input type="checkbox"/> District Operating Budget<br><input type="checkbox"/> District Public Bond<br><input type="checkbox"/> E-Rate<br><input type="checkbox"/> Grants<br><input type="checkbox"/> Instructional Materials Aid   | NYSafe Act             |

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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<br><input type="checkbox"/> Smart Schools Bond Act<br><input checked="" type="checkbox"/> Other (please identify in next column, to the right)<br><input type="checkbox"/> N/A |                        |
| <b>Totals:</b> |                             |                                     | <b>141,000</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.**

The District Technology Plan will be posted on the Milford Central School's main page. The URL is: <https://web.milfordcentral.org/>

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



**2022-2025 Instructional Technology Plan - 2021****VII. Sharing Innovative Educational Technology Programs**

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

- |  |   |   |
|--|---|---|
| <input 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 type="checkbox"/> English Language Learner                     | <input type="checkbox"/> Professional Development / Professional Learning           |
| <input 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 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 | (No Response)          | (No Response) | (No Response) | <input type="checkbox"/> 1:1 Device Program<br><input type="checkbox"/> Active Learning Spaces/Makerspaces<br><input type="checkbox"/> Blended and/or Flipped Classrooms<br><input type="checkbox"/> Culturally Responsive Instruction with Technology<br><input type="checkbox"/> Data Privacy and Security<br><input type="checkbox"/> Digital Equity Initiatives<br><input type="checkbox"/> Digital Fluency Standards<br><input type="checkbox"/> Engaging School Community through Technology<br><input type="checkbox"/> English Language Learner<br><input type="checkbox"/> Instruction and Learning with Technology<br><input type="checkbox"/> Infrastructure<br><input type="checkbox"/> OER and Digital Content<br><input type="checkbox"/> Online Learning<br><input type="checkbox"/> Personalized |

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|  | Name of Contact Person | Title | Email Address | Innovative Programs  |
|--|------------------------|-------|---------------|--|
|  |                        |       |               | Learning<br><input type="checkbox"/> Policy, Planning, and Leadership<br><input type="checkbox"/> Professional Development / Professional Learning<br><input type="checkbox"/> Special Education Instruction and Learning with Technology<br><input type="checkbox"/> Technology Support<br><input type="checkbox"/> Other Topic A<br><input type="checkbox"/> Other Topic B<br><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 | (No Response)          | (No Response) | (No Response) | <input type="checkbox"/> 1:1 Device Program<br><input type="checkbox"/> Active Learning Spaces/Makers paces<br><input type="checkbox"/> Blended and/or Flipped Classrooms<br><input type="checkbox"/> Culturally Responsive Instruction with Technology<br><input type="checkbox"/> Data Privacy and Security<br><input type="checkbox"/> Digital Equity Initiatives<br><input type="checkbox"/> Digital Fluency Standards<br><input type="checkbox"/> Engaging School Community through Technology<br><input type="checkbox"/> English Language Learner<br><input type="checkbox"/> Instruction and |

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

**2022-2025 Instructional Technology Plan - 2021**VII. Sharing Innovative Educational Technology Programs

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|                             |                        |               |               | Learning with Technology<br><input type="checkbox"/> Infrastructure<br><input type="checkbox"/> OER and Digital Content<br><input type="checkbox"/> Online Learning<br><input type="checkbox"/> Personalized Learning<br><input type="checkbox"/> Policy, Planning, and Leadership<br><input type="checkbox"/> Professional Development / Professional Learning<br><input type="checkbox"/> Special Education Instruction and Learning with Technology<br><input type="checkbox"/> Technology Support<br><input type="checkbox"/> Other Topic A<br><input type="checkbox"/> Other Topic B<br><input type="checkbox"/> Other Topic C |
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**2022-2025 Instructional Technology Plan - 2021**VII. Sharing Innovative Educational Technology Programs

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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).