

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?**

Josh Elder

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

Other

- 2a. **If 'Other' was selected in Question 2 above, please identify the title.**

Human Resources/Director of Curriculum

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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?

Haldane Central School District will prepare all students to succeed in an ever-changing global society. In pursuit of this mission, we believe:

- * Learning and the education of the whole child is a shared, collaborative, community-based responsibility.
- * We must be inclusive, provide multiple pathways to success, and strive to meet the needs of all learners.
- * Instruction should be authentic, challenging, and rigorous, and elicit the most critical skills and disposition from our students.
- * All facilities should be safe, environmentally respectful, and supportive of student learning.

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

Technology is an integral component of teaching and learning. Teachers and students should have easy access to appropriate technology to support classroom instruction and learning goals. Technology use in the classroom should support an active learning environment where students engage in creative thinking and collaboration and increasingly assume more responsibility for their learning. Through the use of technology in their learning, students should acquire the technical skills necessary to be successful as they move towards college and career readiness. Students must also build digital citizenship skills to prepare them for connecting and collaborating with individuals beyond the classroom and to help create a positive school culture that supports safe and responsible technology use.

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 process began with reviewing the past two District Technology Plan submissions to review the work and history of the Haldane Central School District's approach to technology. Based upon that analysis, the Director of Curriculum & Human Resources and Technology Innovator met with the three building principals to draft goals of the current plan. A seminal document used in drafting district technology goals was the District Strategic Coherence Plan completed in March of 2020. From the onset of this process, it was important that all aspects of the District Technology plan was in alignment with the District Strategic Coherence Plan. Upon completed draft of the District Technology Plan, the draft was presented to various stakeholder groups within the district for discussion and editing. Those stakeholder groups included: K-12 special education teachers, ENL department, District Technology Committee (comprised of K-12 educators, administrator & community members) and the Haldane Curriculum Council (comprised of curriculum department chairs K-12). This process began in early October of 2021 with bi-weekly meetings scheduled with the Director of Curriculum and Technology and the Technology integration and innovation specialist. Meetings with building administration were held as needed throughout the process from November 2021-January 2022. The plan was discussed at the monthly meeting of the Haldane Curriculum Council in March for feedback and action items. The Director of Curriculum and Instruction met with K-5 and 6-12 Special Education teachers during monthly department meeting in February to elicit information specific to section V, questions 3,4,5 of the instructional technology plan. Similarly, The Director of Curriculum and instruction met with ENL department in March of 2022 to elicit information specific to section V, questions 6,7 and 8 of the instructional technology plan. The outcome was not only a revised, agreed upon District Technology Plan for submission but a process which provided voice and input from stakeholders, K-12, charged with implementing the plan.

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

As stated in an earlier section, in constructing the current plan it was important to review the previous submission to review the work and history of technology integration in the District. The 2022 plan follows a similar process in the goals are in alignment with the District Strategic Coherence Plan (2018 Technology Plan goals were in alignment to 2015-2020 District Coherence Plan). The 2022 Technology plan builds upon the previous goals in they continue to be focused on the use of technology to support teaching and learning focused on higher order thinking skills, as well as continuing to focus on ensuring safe and equitable learning environments with a focus on infrastructure and physical space. The 2022 Technology Plan specifically plans to build upon the work of the previous plan focused on authentic, project-based experiences that promote engagement, motivation and deeper learning. This continuation is reflected by an updated District Coherence Plan in the Spring of 2020, under new administration, which articulates the Haldane Essentials (critical thinking, problem solving, communication, growth mindset, emotional intelligence, wellness) as the most essential skills and attributes of our graduates. In drafting goals for the 2022 Technology plan, the committee continued its emphasis on teaching and learning, professional development and infrastructure aligned to the new Strategic Coherence Plan adopted in 2020. For the 2022 Technology Plan, the committee sought to engage in a process to broaden its outreach to K-12 stakeholders, engaging with multiple district committees and departments to elicit input and offer revisions.

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

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

The COVID pandemic has accelerated student and teacher access to technology. Since the onset of the pandemic, the District has moved to a one to one device to student ration with district supplied devices in primary and middle level grades and the bring your own device option in grades 9-12. COVID funding has allowed for the purchasing and acquisition and purchasing of software designed to engage students in learning via technology. The past two years has also seen an acceleration of staff professional growth in technology education. The District Technology Plan seeks to build upon this momentum and align to the Districts Strategic Coherence Plan, specifically by focusing upon the use of technology to promote ways of thinking valued with the District (Haldane Essentials - critical thinking, problem solving, communication, growth mindset, emotional intelligence, wellness) as well as exploring professional development pathways to support teachers growth in the use of technology to promote the Haldane Essentials. During the past two years, the District has seen an increase in software acquisition and use - the current technology plans seeks to examine the best practices from the past two years and the ways these practices can be communicated district wide.

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 Haldane Central School District Professional Learning Plan (PLP) was developed throughout the 2020-2021 school year in collaboration with members of the Haldane Curriculum Council. The purpose of the plan shall be to improve the quality of teaching and learning in the school district by creating alignment between the professional learning experiences in which our teachers engage, their practices in the classroom, and the needs of the students of the Haldane Central School District. The PLP follows the suggested format outlined in *The New York State Education Department Professional Learning Plan Guidance Document*. The committee also consulted the New York State Professional Development Standards (2009) and the school district's Strategic Coherence Plan in the development of the PLP.

The Haldane Central School District provides its teachers and school leaders substantial technology professional learning opportunities that are tailored to the needs of educators and are directly related to student learning outcomes. These activities occur through a variety of methods. The school district has an After-School Staff Development (ASSD) model that is utilized to provide support to all educators and leaders based on the needs that are established through each building's instructional council. The ASSD process provides each educator and leader ten (10) hours of professional learning support and has choice embedded into its structure. Every Haldane educator is expected to complete these ten hours of professional learning throughout the course of the school year. Haldane also offers opportunities for teachers to engage in in-service opportunities after school hours. These opportunities are provided on-site and through regional providers, include Putnam-Northern Westchester BOCES and Dutchess County BOCES. The spirit of the professional learning plan is to expand educator capacity as a means of increasing student engagement and achievement. As such, the following processes will be utilized to assess the effectiveness of the district's approach to technology professional learning:

The teacher and principal evaluation process

A review of student achievement results via MAPs and other standardized assessments

Staff and student surveys

Curriculum development and review

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

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

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

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

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

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

Significantly
- 5. Accountability – District-level information is posted on the District website, is easy to access, and is easily understood. Information provided includes the results achieved by the District in their efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life.**
The district has met this goal:

Significantly

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Enhance our current process to ensure the ongoing analysis and implementation of instructional technology in order to support student learning that aligns with the Haldane Essentials (Growth Mindset, Problem Solving, Wellness, Critical Thinking, Communication, Emotional Intelligence)

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

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

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

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

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

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

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

When Goal 1 has been achieved we expect to see that all purchased instructional software has been vetted by the district approval process. This process will ensure that any instructional software that the district purchases aligns with the Haldane Essentials, is Ed Law 2D compliant and is supported by the technology budget. We will monitor progress toward meeting this evaluation indicator by regularly inventorying district software to ensure that all software has been vetted by the district approval process.

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	Research	Identify what instructional	Teacher on Special	Director of Curriculum	09/30/2022	0

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		technology we currently have and determine how it supports the Haldane Essentials.	Assignment			
Action Step 2	Implementation	Implement a purchasing process to ensure that all new instructional technology supports the Haldane Essentials.	Teacher on Special Assignment	Director of Curriculum	07/01/2023	0
Action Step 3	Evaluation	Remove or discontinue the use of any instructional software that is not currently aligned with the Haldane Essentials.	Teacher on Special Assignment	Director of Curriculum	07/01/2022	0
Action Step 4	Curriculum	Ongoing curriculum development to determine how students are using technology to demonstrate their understanding of curricula standards and the Haldane Essentials	Curriculum and Instruction Leader	Building Administrators	06/30/2025	0

7. This question is optional.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Evaluation	Classroom observations, teacher surveys and focus groups will be used in order to determine that teachers are using	Building Principal	Director of Curriculum	06/30/2025	0

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		instructional software that has been vetted and approved.				
Action Step 6	Budgeting	Ensure that district funds are set aside each year for the acquisition of instructional software that is Ed Law 2D compliant and aligns with the Haldane Essentials	Teacher on Special Assignment	(No Response)	06/30/2025	156,000
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:

Design and implement a professional developmental technology learning plan, as a subset of our District Professional Development Plan, which enhances the faculty and staff capacity to support the Haldane Essentials via instructional technology.

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

Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies

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

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

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

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

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

When Goal 2 has been achieved we expect to see teachers engaged in professional development opportunities that align with the Haldane Essentials. We will expect to see teachers demonstrating their knowledge of how to use instructional technology for the purpose of modification and the redefinition of tasks. We will monitor the progress towards meeting this evaluation indicator through classroom observations, teacher and student surveys and discussions at regularly scheduled meetings, such as faculty meetings, department meetings, etc..

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	Research	Evaluate our current	Curriculum	Teacher on Special	06/30/2	0

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		instructional technology professional development plan in order to identify what we have in place that aligns with the Haldane Essentials.	and Instruction Leader	Assignment	023	
Action Step 2	Research	Identify a framework for technology integration in order to create a common language and in order to measure the use of technology integration.	Curriculum and Instruction Leader	Teacher on Special Assignment	06/30/2023	0
Action Step 3	Professional Development	Based upon research and surveys, develop a pathway for professional development to address the needs of faculty/staff and administration in supporting the implementation of the Haldane Essentials.	Curriculum and Instruction Leader	Teacher on Special Assignment	06/30/2023	0
Action Step 4	Collaboration	Collaborate with department and grade level leaders to make available professional development opportunities that support pedagogy and technology skills so that they can create the kinds of learning opportunities and classroom environment that we are envisioning.	Curriculum and Instruction Leader	Teacher on Special Assignment	06/30/2024	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.

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Implementation	Implement identified framework for technology integration	Curriculum and Instruction Leader	Teacher on Special Assignment	06/30/2024	0
Action Step 6	Budgeting	Ensure that the annual technology budget includes funding to support professional development that aligns with the Haldane Essentials and supports the instructional technology skills that were identified by the stakeholders.	Teacher on Special Assignment	Curriculum and Instruction Leader	06/30/2025	24,000
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 3

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1. Enter Goal 3 below:

Ensure our technology infrastructure supports equitable access and provides a safe and secure learning environment.

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

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

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

- | | |
|--|--|
| <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.

When Goal 3 has been achieved we expect to see evidence that all students and faculty have equitable access to the internet and devices. We will monitor progress towards meeting evaluation indicators by regularly surveying staff, students and parents as evidence of meeting their infrastructure needs.

Survey staff/students and parents to determine if the current infrastructure supports equitable access and provides a safe learning environment

Analyze the data using the district technology committee and district safety committee in order to identify gaps or weaknesses in infrastructure or safety

We will know that this goal has been accomplished when annual surveys of staff/students and parents indicate that they feel that our infrastructure supports equitable access and a secure learning environment.

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Research	Evaluate how our current technology infrastructure supports equitable access and provides a safe and secure learning environment.	Teacher on Special Assignment	Director of Facilities	06/30/2023	0
Action Step 2	Budgeting	Include annual technology budget recommendations to ensure our technology infrastructure supports equitable access and provides a safe and secure learning environment.	Teacher on Special Assignment	Business Manager	02/28/2023	0
Action Step 3	Collaboration	Establish ongoing conversations with the District Safety Committee and Building Emergency Response Teams in order to support a safe and secure learning environment	Teacher on Special Assignment	Director of Facilities	06/30/2023	0
Action Step 4	Planning	Ensure that any new learning spaces support equitable access and provide a safe and secure learning environment.	Teacher on Special Assignment	Director of Facilities	06/30/2023	0

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #3 from your answer to Question 1, above.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Budgeting	Ensure that district connectivity has the speed and bandwidth	Teacher on Special Assignment	Business Manager	06/30/2023	390,000

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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
		to support instructional technology in the classroom				
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

8. Would you like to list a fourth goal?

No

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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.

Technology is an integral component of teaching and learning. Teachers and students should have easy access to appropriate technology to support classroom instruction and learning goals. Technology use in the classroom should support an active learning environment where students engage in creative thinking and collaboration and increasingly assume more responsibility for their learning. Through the use of technology in their learning, students should acquire the technical skills necessary to be successful as they move towards college and career readiness. Students must also build digital citizenship skills to prepare them for connecting and collaborating with individuals beyond the classroom and to help create a positive school culture that supports safe and responsible technology use. The District Strategic Coherence Plan identified a set of skills and attributes known as the Haldane Essentials - critical thinking, problem solving, communication, growth mindset, emotional intelligence and wellness - which were valued by District stakeholders as most essential for our graduates. The District's Strategic Coherence plan aims to ensure curriculum resources are aligned with the Haldane Essentials and are regularly used by teachers to support instruction, with technology being one such curriculum resource. All systems, structures and positions that support the development of curriculum are impacted in a sustained effort through the following:

- * Provide all staff with the necessary skills to incorporate technology effectively into their daily instruction.
- * Incorporate technology and program integration training into the District Professional Development Plan.
- * Provide teachers with opportunities to develop classroom projects that bring together interdisciplinary concepts supported by technology
- * Use a variety of methods to deliver staff development
 - Work closely with BOCES to develop both regional and in-house training programs.
 - Encourage teachers to use ASSD (After School Staff Development) hours to attend technology workshops

Currently technology is infused with daily instruction and teacher pedagogy within the District. The Google Suite serves as our foundation in technology software, with all teachers and students having a school issued google account. Google classrooms serve as technological pathway for teachers and students to communicate, access and submit course assignments. From there, teachers incorporate various technological software to support pedagogy, enhance experience and cognitively engage students in the exploration of content. Additionally, technology serves as a way to further differentiate assessments by product, with technology providing students multiple pathways to demonstrate understanding of course content based upon interest and ability.

2. Explain the strategies the district plans to implement to address the need to provide equitable learning "everywhere, all the time" (National Technology Plan). Include both short and long-term solutions, such as device access, internet access, human capacity, infrastructure, partnerships, etc.

The District seeks to continue 1:1 device implementation, with purchasing devices annually in order to ensure a robust fleet of devices based upon K-12 enrollment studies. To support technology integration, we seek to ensure adequate and robust internet and wifi at all learning spaces, this involves making sure that infrastructure is maintained and that equipment is replaced at regular intervals. The district also supplies mobile hotspots for any student or staff member who does not have adequate internet access at their place of residence. As the District moves forward with campus master planning, we will ensure new spaces added to the campus provides equitable opportunities for technology learning via wifi access and access to technology. As part of our District Professional Learning Plan, we will continue to expand our human capacity in utilizing technology through the offering of professional development both in house as well as in partnership with regional BOCES professional development catalogues. Teachers are encouraged to find third party professional development vendors seeking to enhance their pedagogy in using technology in the classroom.

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V. NYSED Initiatives Alignment

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3. **Students with disabilities may be served through the use of instructional technology as well as assistive technology devices and services to ensure access to and participation in the general education curriculum. Describe how instruction using technology is differentiated to support the individual learning needs of students with disabilities.**

Instructional technology continues to play a key role in supporting students with disabilities access to the general education curriculum. General education teachers, special education teachers and related service providers utilize technology to differentiate instruction and support the individual learning needs of students in the following ways:

- *Executive functioning - technology is used to support individual learning needs in terms of organization, study habits and time management.
- *Assistive Technology - talk to text, hearing devices, audiobooks, keyboards.
- *IEP Goal Attainment - behavior data collection, content/standard data collection, use of software directed toward an individualized skill.
- *Differentiate Instruction - modification of assignments and assessments, ability to individually assign activities to individual students.

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 type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input type="checkbox"/> Research, writing and technology in a digital world | <input type="checkbox"/> Electronic communication and collaboration |
| <input type="checkbox"/> Enhancing children's vocabulary development with technology | <input 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) |

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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:

In the 5 languages most commonly spoken in the district

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

(No Response)

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

- | | |
|---|---|
| <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 world | <input checked="" type="checkbox"/> Promotion of 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 checked="" type="checkbox"/> Enhancing children's vocabulary development with technology | <input type="checkbox"/> Web authoring tools |
| <input checked="" type="checkbox"/> Writer's workshop in the Bilingual classroom | <input type="checkbox"/> Helping students connect with the world |
| <input checked="" type="checkbox"/> Reading strategies for English Language Learners | <input 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 8a, below) |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the language classroom | |

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V. NYSED Initiatives Alignment

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

- | | | |
|---|--|---|
| <input 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 checked="" 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 checked="" type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment. | <input checked="" type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity. | <input checked="" type="checkbox"/> Provide online mentoring programs. |
| <input checked="" type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity | <input checked="" type="checkbox"/> Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity. | <input checked="" type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues. |
| <input checked="" type="checkbox"/> Create a survey to obtain information/about students' living situations./contact information./access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs. | <input checked="" type="checkbox"/> Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website. | <input type="checkbox"/> Offer a technology/support hotline during flexible hours. |
| <input type="checkbox"/> Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions. | <input checked="" type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for | <input checked="" type="checkbox"/> Make sure technology/support is offered in multiple languages. |
| <input checked="" 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 - 2021V. 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.

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

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

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VI. Administrative Management Plan

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1. Staff Plan

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

	Full-time Equivalent (FTE)
District Technology Leadership	0.00
Instructional Support	1.00
Technical Support	1.00
Totals:	2.00

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	Instructional and Administrative Software	N/A	156,000	Annual	<input 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
2	Professional Development	N/A	24,000	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Network and Infrastructure	N/A	450,000	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" 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	Internet Connectivity	Internet Service Provider	390,000	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input checked="" type="checkbox"/> N/A	
Totals:			1,020,000			

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

Yes

4. **Districts are required to post either the responses to this survey or a more comprehensive technology plan that includes all of the elements in this survey. Please provide the URL here. The URL must link to a public website where the survey or plan can be easily accessed by the community.**

<https://www.haldaneschool.org/departments/technology>

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.

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VII. Sharing Innovative Educational Technology Programs

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

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

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

3. If you want to list multiple contact points for the innovative programs above, please provide the names, titles, and e-mail addresses of the people to be contacted to obtain more information about the innovative program(s) at your district.

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Josh Elder	Director of Curriculum	jelder@haldaneschool.org	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input checked="" type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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

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

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

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