Croton Harmon School District
Instructional Technology Plan
2022-2025

Think. Create. Reflect. Respect.
Challenging all students to be critical and creative thinkers.

Section I - Strategic Technology Planning

District Mission
The Croton-Harmon School District is committed to...
- Challenging all children with high expectations.
- Including parents and the wider community as partners in this endeavor
- Fostering a climate of mutual respect.
- Having teachers play a strategic role in students' education.
- Developing student skills that will enable them to meet responsibly the challenges that lie ahead of them.
- Croton-Harmon School District graduates will develop into effective communicators, researchers, and problem solvers, individuals who are independent learners and assume responsibility for their own learning and behavior.

Technology Vision Statement
We envision an educational environment which utilizes technology to prepare students to be lifelong learners and productive, responsible members of their community and active participants in a changing, information-based, global society.
- Technology will support and enhance learning in order to achieve the district goals of helping each student to become an effective communicator, creator, collaborator and critical thinker.
- A district technology plan will provide for the safe and equitable access to modern technology with professional development and ongoing support in keeping with the district educational mission and vision.

Technology Planning Process
The Croton-Harmon Union Free School District has just finished five years of intensive work towards a district strategic plan that focused on The Profile of a Graduate. As we transition from one strategic plan to another, this technology plan aims to maintain the momentum of the prior plan, while allowing for adaptation to the evolution of our next strategic plan. The district will maintain its focus on building the skills in our students that will make them successful in their life while in school, and prepared for a life and career after graduation. The stakeholders involved in this technology plan include Administrators, Teachers, Staff, Community Members, Students and BOE members. A core

focus group, consisting of the Superintendent, Assistant Superintendent for Curriculum and Instruction, Director of Technology and Innovation, Two Building Principals, and two teachers participated in a five-part technology planning series offered by LHRIC that ultimately led to the development of this Technology Plan.

Outcomes from the strategic plan that this Instructional Technology Plan will address are:

- Providing students will opportunities to utilize agency in selecting technology to fit their needs
- Encouraging collaboration between teachers as they gain the knowledge and skills associated with instructional technology
- Ensuring that our network infrastructure is capable of handling the demands of the prior two outcomes

The stakeholder team associated with developing the Instructional Technology Plan collected and analyzed data associated with the three goals in the prior technology plan. A common theme in the data, specifically as a result of the COVID-19 pandemic, suggested that the prior plan focused on very specific groups of students, whereas our current progress towards the strategic plan required more of a focus on all students and all teachers. As a result, the objectives of this plan engage all students and teachers in the goal setting process with goals associated with impacting student achievement and teacher competencies and collaboration.

During the COVID-19 pandemic, the Croton-Harmon Union Free School District utilized both online and blended learning modalities to accommodate health protocols. This approach to instructional delivery required an unprecedented need for student access to the internet and devices. As a result, the district deployed a 1:1 device model for all students K-12. In addition, all teachers were provided access to a high-performing laptop. Moving forward, now that student and teacher access to devices and the internet has been fulfilled with the 1:1 policy, the district hopes to focus their technology plan on providing students and teachers with the tools, resources, and skills in using that technology. The student focus will be on developing agency in our students to select and use the technology that meets their individual needs. The teacher focus will be on developing a collaborative community in which teachers learn and share technology knowledge and skills with each other.

The district recognizes the importance of ongoing and sustained professional development for staff and students. Professional Development opportunities will be provided by the District by offering a variety of instructional technology

opportunities for educators that map to District goals, Lower Hudson Regional Information Center (LHRIC) Model Schools, Putnam-Northern Westchester BOCES Model Schools, and Personal Learning Networks. Additionally, the district capitalizes on professional development delivered virtually, a medium that has gained popularity and ease as a result of our reliance on technology throughout the pandemic. A needs-based assessment delivered annually will allow the District to provide targeted and personalized professional development to the staff. This assessment will also evaluate the effectiveness of professional development and provide insight on how the approach to professional development should change, based on evolving needs, as the plan is implemented.

Section II - Action Plan

Goal 1: Empower all students to use technology to attain their individualized educational goals by interacting and engaging with their world through multiple modalities and pathways in a responsible, ethical, well-informed, and empathetic manner.

Action Step	Description	Responsible Stakeholder	Anticipated Month of Completion
Research	*Ongoing research of best practices associated with technology integration within the curriculum*	*Director of Technology and Innovation*	*June 2023*
Collaboration	*The Innovation Team, consisting of all stakeholder groups, will collaborate to discuss the research and its impact on the implementation of the Technology Plan*	*Director of Technology and Innovation*	*June 2023*
Curriculum	*Grade level and curricular teams will examine the existing curriculum maps and update them with opportunities for students to self-select technology to demonstrate learning.*	*Curriculum and Instruction Leader*	*June 2024*
Curriculum	*Grade level and curricular*	*Curriculum and*	*June 2024*

	teams will examine existing curriculum maps and update them with opportunities for students to build digital citizenship.	*Instruction Leader*	
Implementation	*Teachers will implement modified curriculum maps within the classroom that create opportunities for student self-selection of technology to demonstrate learning of course content and digital citizenship.*	*Classroom Teachers*	*June 2025*

Goal 2: Engage each professional within their learning community to identify and utilize technologies that benefit individual and shared practice in pursuit of the enhancement of teaching, learning, and assessment for all.

Action Step	Description	Responsible Stakeholder	Anticipated Month of Completion
Research	*Ongoing research of best practices associated with technology integration within the curriculum*	*Director of Technology and Innovation*	*June 2023*
Professional Development	*Provide professional development on best practices associated with technology integration within the curriculum*	*Director of Technology and Innovation*	*June 2023*
Implementation	*Professionals will implement technology within the classroom*	*Classroom Teachers/Staff*	*June 2024*
Evaluation	*Professionals will evaluate the effectiveness of technology within the classroom*	*Classroom Teachers/Staff*	*June 2024*
Collaboration	*Professionals will collaborate within a learning community to reflect on their experiences implementing various*	*Classroom Teachers/Staff*	*June 2025*

	technologies within the classroom		

Goal 3: Envision and implement an adaptable technology infrastructure informed by research and practice that encourages innovation and supports district goals, student outcomes, and professional learning in an ever-changing world.

Action Step	Description	Responsible Stakeholder	Anticipated Month of Completion
Research	*Ongoing research of best practices associated with technology integration within the curriculum*	*Director of Technology and Innovation*	*June 2023*
Research	*Utilize surveys to determine the effectiveness of current infrastructure and desired infrastructure*	*Director of Technology and Innovation*	*June 2023*
Infrastructure	*Assess the status of existing infrastructure and develop a three year plan for required upgrades to infrastructure*	*Director of Technology and Innovation*	*June 2023*
Budgeting	*Budget for equipment/software needed to meet the goals of infrastructure upgrades*	*Director of Technology and Innovation*	*June 2023*
Purchasing	*Purchase equipment/software needed to meet the goals of infrastructure upgrades*	*Director of Technology and Innovation*	*June 2025*

Section III - NYSED Initiatives Alignment

Supporting Rigorous Standards Attainment and Performance Improvement

The District has addressed any issue of equity and access to the internet and devices via the implementation of the 1:1 device program for our students and by providing all teachers with mobile devices. As a result, the District is now able to focus on the quality of the integration of technology in teaching and learning.

Teachers in the District have utilized technology for the purposes of instruction, assessment, and communication. When planning instruction, teachers utilize curriculum mapping software that ensures standards alignment and vertical and horizontal curriculum articulation. Instructional delivery is accomplished through interactive displays and utilizes software for interactivity and engagement. Tools such as SMART Notebook and the Google Tools for Education allow teachers to engage students in collaborative experiences where the content facilitates broader skill development in the area of socialization, digital citizenship, and social and emotional learning. When developing assessments, teachers utilize technology to administer the assessments. These technologies not only simplify the data collection, but they also greatly enhance the data analysis, which can be used to drive instructional decision-making. In terms of communication, all teachers have a teacher website to disseminate information. In addition, teachers use Google Classroom to collaborate information and encourage students to interact with each other throughout the communication process.

Students are able to demonstrate their understanding of skills and concepts through the use of technology in instruction and assessment. Google products allow students to create content either individually or collaboratively. Building a document in collaboration between multiple students no longer requires the students to be physically in the same room. Tools such as Google Meet allow face to face interaction, virtually, along with demonstrating skills and content knowledge through creative media. Teachers are able to differentiate instruction to student readiness, interest, and the student learning profile.

Providing Equitable Learning "Everywhere, All the Time"
Learning everywhere, all the time requires that the District maintain a solid infrastructure, as well as invest in leadership, teaching, and assessment. The District's 1:1 program ensures equitable access to devices, and as a result does not limit a student's ability to engage with material that requires access to a device. Part of the 1:1 device program is the responsible cycling of materials through a four-year replacement process. This planning and preparation ensures not only student access to devices, but that the devices will be reliable and functional for the duration of the student's time in the District. In addition to providing students with devices, the District has also purchased internet hotspots to provide internet access to households without the resources to provide access to their families. It is through leadership that the District's technology vision, inclusive of the spirit of teaching everywhere, all the time, is established, and implemented. An investment in teaching ensures that teachers are aware of the technology available to them, how to implement it, and how to encourage students to use that technology out of the classroom. Finally, assessment provides the district with the data needed to make decisions around student learning. In addition, the utilization of assessments

through technology allows for assessments, even in the case of learning games, to occur both in and out the classroom.

Differentiation for Students with Disabilities/English Language Learners
Through our 1:1 device program, instruction using technology is much easier to differentiate to support the individual learning needs of students with disabilities and English language learners. For example:
- Student devices can utilize text to speech/speech to text software that is embedded in Google Docs to provide increased support for comprehension of written or verbal language.
- Teachers are able to utilize technology such as Screencastify to record lessons and post them to Google Classroom to allow students to view the videos as many times as they wish.
- Students are able to access programs such as IXL, Achieve 3000, and STAR MyOn to engage in personalized ways to demonstrate and build on knowledge and skills as well as engage in learning games to supplement instruction.
- Students can utilize assistive technology such as communication devices, timers, dictionaries and translators, computer access tools, switch-adapted learning toys, and iPad accessibility tools.

Section IV - Administrative Management Plan

Staff Plan

Title	Full Time Equivalent (FTE)
District Technology Leadership	1.0
Technical Support	3.0

Investment Plan

Anticipated Item or Service	Estimated Cost	Is Cost One Time, Annual, or Both?	Potential Funding Source
Network and Infrastructure	$50,000	Annual	·District Operating Budget ·eRate
Instructional and Administrative Software	$50,000	Annual	·District Operating Budget ·BOCES Co-Ser
Internet Connectivity	$20,000	Annual	·District Operating Budget ·eRate

End User Computing Devices	$400,000	Annual	·District Operating Budget
Professional Development	$10,000	Annual	·District Operating Budget ·BOCES Co-Ser

District Policies and Documents:

- [ACCEPTABLE USE FOR COMPUTER AND INTERNET ACCESS REGULATION](#) [Policy 4526-R]

- [ACCEPTABLE USE CONTRACT FOR COMPUTER AND INTERNET USE](#) (STUDENT GRADES 7-12 AND FACULTY/STAFF/COMMUNITY MEMBER) [Policy 4526-E.1]

- [CROTON-HARMON SCHOOL DISTRICT ACCEPTABLE USE POLICY (AUP) for K-6](#) Students Rules and Code of Ethics Agreement for Student Network and Internet Users [Policy 4526-E.2]

- [INTERNET SAFETY POLICY](#) [Policy 4526.1]

- [CYBER BULLYING POLICY](#) [Policy 0115 DIGNITY FOR ALL STUDENTS: PROHIBITING BULLYING, DISCRIMINATION AND HARASSMENT OF STUDENTS]

- [PARENTS' BILL OF RIGHTS FOR DATA PRIVACY AND SECURITY OF DATA](#)