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?**

    Nicole Alexander

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

    Director of Technology

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

   Half Hollow Hills is committed to providing all students with opportunities to excel in academics, athletics, and the arts.

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

   The mission of our Instructional Technology Program is to use technology to empower learning in the classrooms. Educational technology is infused in all curriculum areas to promote student success by providing all students and faculty with a device equipped with resources that will enhance learning, increase productivity, promote creativity and facilitate research, analysis, and communication.

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 Half Hollow Hills School district has established a collaborative technology planning process used to develop the instructional technology planning model for our instructional technology program. At the elementary level, three district-wide technology committees meet monthly. These committees include teachers, library media specialists, parents, computer paraprofessionals, and systems engineers. At the secondary level, three technology committees meet monthly as well. These committees include library media specialists, computer paraprofessionals, parents, and systems engineers. The Technology Director attends all technology committee meetings with all groups to provide coordination and leadership.
   In addition, there is an administrative technology committee. This committee includes the Assistant Superintendent for Elementary Education, Assistant Superintendent for Secondary Education, and the District Technology Director. These Committee meetings are held monthly with a combination of various stakeholders to get input about educational technology.
   The outcomes of the meetings were the development of the district technology goals, the development of the action steps to meet the goals, sharing of best practices, software and subscriptions, digital citizenship, implementation of the 1:1 device program, and discussions about next steps and evaluation of each of our goals.

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

   The current technology goals that are listed in this plan continue the work of the goals that were set forth in the previous plan. Technology is fluid and advances over time. The constant changes lend themselves to an evolving technology plan. The current technology plan reflects a post-Covid world and the implementation of a 1:1 device program. The reliance on technology is essential in providing instruction to students virtually if necessary. The technology committees have strengthened this plan by reflecting upon the goals of the 2018-2021 plan and the achievements made toward attaining those goals.
   - The first goal listed in the 2018-2021 technology plan was to create and develop active, constructive inquiry-based lessons which have technology woven throughout each grade level. As a district, we continue to work on this goal by building on the curriculum in place and aligning it to the newly adopted New York State Computer Science and Digital Fluency Learning Standards.
   - Goal two was to increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences. We have achieved this goal by implementing a 1:1 device program. By providing devices to all students K-12 we are ensuring equitable access to high-quality digital resources. As a district, we subscribe to a wealth of digital resources that students can access from home on their district-provided devices.
   - The third goal in the 2018-2021 technology plan was to provide access to relevant and rigorous professional development. We continue to work on this goal and strive to find ways to enrich our staff. Between the periods of 2018-2021 professional development goals were met by providing a BOCES Model-Schools staff developer, having teachers run technology courses focusing on subscriptions, implementation, and best practices.

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

The current technology plan completely reflects experiences during the COVID pandemic. Half Hollow Hills has provided both online and blended learning options throughout the height of the pandemic. Each teacher is always ready to flip to virtual instruction. Teachers maintain a digital presence with a virtual classroom link available at all times. Our district has purchased mobile hotspots to provide to families who need Wi-Fi access. We rely on guidance counselors, teachers, and building administrators to identify these students. We also used data from the Digital Equity Survey to identify these families. Fortunately, Half Hollow Hills had enough devices in the district to flip to a 1:1 device program. Throughout the lockdown, the district was able to distribute devices to families in need in order to maintain the continuity of instruction. When the order was lifted, the district repurposed all devices to assign devices to every student. Professional development ramped up during the lockdown as well. Teachers were running daily professional development sessions virtually in order to support teachers with this new type of instruction.

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.**

Educational technology professional development is a high priority of our instructional technology program. The mission of our instructional technology program is to use technology to empower learning in the classrooms. Educational technology is infused in all curriculum areas.   In order to accomplish this, staff members with specific technology and pedagogical expertise are paid to instruct courses after school and during the summer. Technology lead teachers are selected at each building. These teachers are known as "Canvas Coaches." Canvas Coaches are responsible for providing support to each teacher within their building. Canvas Coaches have the ability to scaffold support and increase technology capacity within their buildings. This information is reported monthly to the Technology Director as well as the building administration.
Half Hollow Hills has a BOCES Model Schools Technology Staff Developer that works with our elementary teaching staff. The BOCES staff developer provides targeted, needs-based, and personalized professional development by communicating with building Canvas Coaches, building administration, and the Director of Instructional Technology. The staff developer pushes into classrooms and is able to meet teachers where they are with their technology use and help support them in elevating their technology fluency.
There are many ways to determine the effectiveness of our professional development. One way is to use technology-enabled tools, such as Google Enterprise. These tools capture evidence of qualities of teaching such as teamwork and collaboration. Sharing work within this system will help to determine technology fluency and growth. In addition, student technology usage will give administrators, families, and technology coaches information about the success of teacher technology professional development. If teachers have effectively learned a technology program or skill they will be able to share it with their students. Informal and formal observations will also be used to determine the effectiveness. During observations, administrators are keyed into technical skills and usage that will help technology committees assess the provided professional development.

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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:

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:

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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1. **Enter Goal 1 below:**

   Maintaining a four-six-year replacement cycle for our 1:1 Chromebook program. This program is currently in its second year. We provide Chromebooks for students in Kindergarten to grade twelve.

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

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

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

   ☑ 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.**

   We have a total of 7,332 students in Half Hollow Hills, all of which have a 1:1 device. Currently, students in kindergarten through grade 9 have Chromebooks. Students in grades 10-12 have Macbooks. As students graduate in grade 12 we will obsolete the Macbooks. Within three years all students will have Chromebooks. Students will receive a new Chromebook when they enter school in kindergarten. That device will stay with that student until they finish 4th grade for a total of five years. When students enter fifth grade they will be given a new Chromebook to use through 8th grade. Students will receive a new Chromebook in 9th grade that they will have until they graduate in 12th grade. We will know that we have met our goal when all students have a Chromebook in their hand and we have removed all of the student Macbooks from our inventory, which will be at the end of the 2024 school year. In the fall of 2024, we will have our first complete Chromebook refresh cycle. This will be the first year that we provide Chromebooks to kindergarten students and replace Chromebooks for students in grades 5 and students in grades 9. At that point in the fall of 2024, we will have met our goal of a full Chromebook 1:1 device program with a replacement cycle between four-six years.

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

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Evaluation	Maintain and evaluate repair data on each device. Analyzing this data will assist in determining the age of devices and need for replacement.	Director of Technology	Systems Engineers	06/20/2025	0
Action Step 2	Collaboration	During monthly technology meetings with various stakeholders we will collaborate to determine the capability of devices. In speaking with staff, parents and administrators I will receive monthly anecdotal information about the functionality of the Chromebooks.	Classroom Teacher	Administrators	06/20/2025	0
Action Step 3	Budgeting	Create a technology budget that can sustain the cost of replacing 1600 Chromebooks per year.	Director of Technology	Business Official	09/01/2024	936,000
Action Step 4	N/A	N/A	N/A	N/A	06/30/2021	N/A

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	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Respo	(No Response)

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
					nse)	
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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1. **Enter Goal 2 below:**

   Replace the 72 2011-2012 SMARTBoard models with more functional interactive flat panels that offer improved audio and graphic displays in order to modernize presentation systems in classrooms.

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	☐ Economically disadvantaged students
☐ Early Learning (Pre-K -3)	☐ Students between the ages of 18-21
☐ Elementary/intermediate	☐ Students who are targeted for dropout prevention or credit recovery programs
☐ Middle School	
☐ High School	☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
☐ Students with Disabilities	
☐ English Language Learners	
☐ Students who are migratory or seasonal farmworkers, or children of such workers	☐ Students who do not have internet access at their place of residence
☐ Students experiencing homelessness and/or housing insecurity	☐ 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

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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.**

Evaluation of interactive whiteboards will be conducted in a variety of ways. One evaluation method will be through discussions at district technology meetings. At these meetings, teachers, library media specialists, technology staff developers, and administrators will discuss anecdotal information about interactive boards from their buildings. Some of the topics of conversation will include, requests for technical support, maintenance issues, and usage. A second way that interactive boards will be evaluated will be based on administrator observations. When administrators are conducting routine observations and classroom visits they will take note of board usage, engagement, and functionality. Administrators will report that information back to the technology director to be analyzed at technology committee meetings. This information will help the committee determine professional development around the boards and software. Professional development courses will be taught to support teachers in using this new technology. At these courses best practices for curriculum integration will be discussed, tips and tricks, and software. Course instructors will evaluate their course participants and make recommendations of how we can improve integration and what further training may be necessary to increase proficiency.

Another way that this hardware will be evaluated is based on repair tickets. Half Hollow Hills records all repair information in a database. That repair information will be used to compare the reliability of these new whiteboards compared to the older setups with a separate projector and display. The findings should show that the new boards will function better with little to no disruption to student learning. Currently, projectors and whiteboards are frequently in need of repair which in some cases is resulting in a slight change in instruction. The above assessments will take place on an ongoing basis. The goal will be accomplished when there are few repair tickets, committee members are reporting significant usage, administrators are observing consistent usage and the level of professional development that teachers are seeking involving interactive whiteboards is higher level as opposed to basic introductory courses.

In addition to the anecdotal data and discussion that will take place within the committees, we will also look at the inventory data which currently includes a total of 72 SMARTBoards that were purchased between 2011 to 2012 that are in need of replacement. These are our oldest model SMARTBoards and need to be updated. The cost to replace each SMARTBoard is $3,799. The cost of the mount is $280.00. The total cost to replace each board is $4,079. We will replace 24 boards each year, for a total of $97,896 per year. The total cost over three years will be $293,688. Replacing all of the 2011-2012 SMARTBoards over the next three years will meet this goal with 100% success.

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	Purchasing	The Technology Director will purchase and organize the installation of new boards.	Director of Technology	N/A	06/20/2025	$293,688
Action Step 2	Professional Development	Professional development will be conducted to teach staff members how to effectively use this new piece of equipment.	Instructional /PD Coach	N/A	06/20/2025	$5,000
Action Step 3	Collaboratio	Technology	Classroom	Principals	06/20/2	0

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	n	committees will meet to discuss SMART Board integration, functionality and replacement cycles.	Teacher		025	
Action Step 4	Other (please identify in Column 3, Description)	Coordinate the installation of the new equipment.	Other (please identify in Column 5)	Facilities	06/20/2 025	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	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
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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1. **Enter Goal 3 below:**

Fully implement the New York State Computer Science and Digital Fluency Learning Standards Grades K-12.

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.**

The New York State Computer Science and Digital Fluency Learning Standards are comprised of five concepts, 15 subconcepts, and 34 learning standards spanning grades K-12. The district will be implementing the Nearpod 21st Century Curriculum as a resource for teachers to instruct these concepts. Throughout the next three summers, Half Hollow Hills will be conducting curriculum writing projects to ensure that all concepts, subconcepts, and learning standards are met. During the first summer of curriculum writing the committee, will be looking at the health curriculum to see where the concepts of Impacts of Computing and Digital Literacy can be embedded within their curriculum in grades 6 and 10 when students are required to take health class. The concepts of Computational Thinking, Networks Design, and Cybersecurity will be covered between the science, math, English language arts, and social studies courses throughout grades 6-12. The library media specialists will teach the remaining concepts during various classroom push-ins. The schedule will be determined during the curriculum writing. At the elementary schools, the library media specialists will cover the concepts of Digital Literacy and Cybersecurity. Classroom teachers will embed the remaining three concepts within their technology lessons to ensure all concepts, subconcepts, and standards are taught. During our second summer of curriculum writing, we will reflect upon the placement of the concepts throughout the various subject areas. We will review the usage data in Nearpod to determine whether or not concepts were taught. By using the Nearpod analytics we will be able to review what lessons were accessed, the frequency of access, and dates of usage. By using this data we will make adjustments to where the concepts need to be taught, make lesson adjustments and alter our curriculum calendar and share this information with all teachers. During the third summer of curriculum writing, we will meet again as a committee to evaluate the Nearpod data to ensure all concepts and lessons were taught. We will know that our goal is met when all 34 standards are taught district-wide to all 7,332 students. In addition to curriculum writing and Nearpod analytics, lesson observations will be conducted by building administrators and curriculum coordinators with technology integration in mind. Observers will be looking for lessons that teach the Computer Digital Fluency Standards.

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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	Curriculum	Technology curriculum will be revised to reflect the newly adopted New York State Digital Fluency standards.	Classroom Teacher	Library Media Specialists	06/20/2025	N/A
Action Step 2	Purchasing	The 21st Century Curriculum will be purchased through Nearpod containing the Digital Fluency Standards.	Director of Technology	N/A	06/20/2025	$15,000
Action Step 3	Professional Development	The technology staff developer will train the teachers. The technology staff developer will push into classrooms and meet with teachers to demonstrate how to implement the new standards.	Instructional Technology Coach	Classroom Teachers	06/20/2025	N/A
Action Step 4	Implementation	Teachers will implement new projects that are inclusive of curriculum standards.	Classroom Teacher	N/A	06/20/2025	N/A

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	Evaluation	Technology committees will meet to evaluate technology	Director of Technology	Teachers and Administrators	06/20/2025	N/A

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		projects and lesson objectives.				
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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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.**

   The focus of our Instructional Technology program is the integration of software and hardware that will support rigorous academic standards and improve teaching and learning. Half Hollow Hills provides 1:1 devices to both students and teachers in order to make these tools easily accessible. In addition to the hardware, we provide a wealth of digital subscriptions that are available through Clever, a single-sign-in platform. Digital subscriptions align with the classroom curriculum and are embedded in classroom instruction. Having devices for students for home use makes digital curriculum resources accessible to students during evenings and weekends. In addition, classroom teachers utilize technology tools such as SMARTBoards, projectors, document cameras, iPads, and desktop computers to provide students with optimal learning experiences. Teachers incorporate technology into all aspects of their teaching. These tools help students understand curriculum materials in a variety of ways that support various learning styles, including students who are visually impaired, have learning disabilities, or have hearing impairments. Teachers maintain a classroom course digitally on a learning management system called Canvas. Canvas has a built-in test generator that teachers can use to assess student learning. Using Canvas to share curriculum materials ensures that all students, despite language barriers or disabilities will be able to use a variety of technology tools to meet their learning needs. For example, students can use translation tools, screen readers, or tools to enlarge print and images. Technology is used as a way for students to demonstrate an understanding of skills and concepts through projects, assessments, and websites. Various technology tools are embedded throughout the curriculum that demonstrates student mastery of technology as well as curriculum. Digital projects have a strong foundation in curriculum materials with the technology applications acting as the tool for students to show what they know.

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.**

   Half Hollow Hills Central School District has implemented a 1:1 device program for both students and faculty. This program ensures equitable access to technology in class and at home. Technology provides support to students with disabilities by providing text-to-speech, audio, and digital text formats for instructional materials, programs that differentiate instruction, built-in accommodations, and assistive technology. Providing devices to all students eliminates social stigmas that may arise if students are economically disadvantaged. By giving all students devices Half Hollow Hills ensures that all families with various needs (SWD, ENL, Homeless(insecure housing), Foster, Economically Disadvantaged, immigrant) have access, which helps to bridge the digital divide within our community. In addition, to make sure that all students and staff have Internet access the district provides hotspots to students that do not have internet access at home to continue home curricula reinforcement and access to digital resources creating digital equity.
   In order to build technology capacity within our students and staff, we will continue to have our technology integration specialist from the BOCES Model Schools program push into our elementary classrooms to work with teachers. After-school technology professional development courses will be offered to teachers in order to increase technology proficiency. We will continue to use our building-level Canvas Coaches to assist teachers with their digital classrooms and Canvas knowledge.

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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.**

Students who are classified by the Committee on Special Education in Half Hollow Hills may receive Special Education services in a myriad of ways. The use of technology is embedded into the teaching instruction for all students, but those students who require additional support are provided specific technology tools. Those tools are matched according to the needs of each individual student. Half Hollow Hills employs an assistive technology consultant to provide individualized ongoing services to students with disabilities who require assistive technology to be successful in the school environment. The technical support is ongoing for our students with special education services as well as ongoing training with staff and parents. Special Education encompasses a comprehensive array of services, instructional methodologies, materials, and equipment to provide students with disabilities additional educational support to meet curriculum demands. Special Education services, goals, and accommodations are uniquely designed to meet the individual needs of each student in purpose, content, delivery, mode, intensity, and duration. Such services are recommended by the Committee on Special Education and an Individualized Educational Plan (IEP) is then developed based on a student's present level of performance and individual needs. Technology is included in the IEP and is developed by a multidisciplinary team consisting of the child's teacher, school psychologist, special education teacher, Assistive Technology specialist when appropriate, related service providers, and input from the parents. The IEP includes specific goals and objectives, as well as any modifications and/or testing accommodations that the child may need to perform in his or her current setting. Students with disabilities are placed in the least restrictive setting and integrated into general education classrooms to the maximum extent possible, based on each student's individual needs. Some specific programs we use are Co:Writer and Snap&Read. Many of our software subscriptions offer individualized leveling and adjust based on student needs and performance. For example, Raz-Kids, a reading program, allows teachers to set student reading levels and make adjustments as needed. The typing program used is Typing Club. This program gives students a pre-test and places them on their level based on performance.

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)

V. NYSED Initiatives Alignment

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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.**

☐ Technology to support writers in the elementary classroom

☐ Technology to support writers in the secondary classroom

☑ Research, writing and technology in a digital world

☑ Enhancing children's vocabulary development with technology

☑ Reading strategies through technology for students with disabilities

☑ Choosing assistive technology for instructional purposes in the special education classroom

☑ Using technology to differentiate instruction in the special education classroom

☑ Using technology as a way for students with disabilities to demonstrate their knowledge and skills

☑ Multiple ways of assessing student learning through technology

☑ Electronic communication and collaboration

☑ Promotion of model digital citizenship and responsibility

☑ Integrating technology and curriculum across core content areas

☑ Helping students with disabilities to connect with the world

☐ Other (please identify in Question 5a, below)

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)

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

☑ Technology to support writers in the elementary classroom

☑ Technology to support writers in the secondary classroom

☑ Research, writing and technology in a digital world

☑ Writing and technology workshop for teachers

☑ Enhancing children's vocabulary development with technology

☐ Writer's workshop in the Bilingual classroom

☑ Reading strategies for English Language Learners

☑ Moving from learning letters to learning to read

☑ The power of technology to support language acquisition

☐ Using technology to differentiate instruction in the language classroom

☑ Multiple ways of assessing student learning through technology

☑ Electronic communication and collaboration

☐ Promotion of model digital citizenship and responsibility

☑ Integrating technology and curriculum across core content areas

☑ Web authoring tools

☑ Helping students connect with the world

☑ The interactive whiteboard and language learning

☑ Use camera for documentation

☐ Other (please identify in Question 8a, below)

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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.**

☐ McKinney-Vento information is prominently located on individual school websites, as well as the district website.

☑ If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.

☐ Offer/phone/enrollment as an alternative to/in-person/enrollment.

☑ Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity

☑ 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.

☐ 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.

☐ Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.

☑ Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.

☑ Provide students a way to protect and charge any devices they are provided/with/by the district.

☑ Replace devices that are damaged or stolen/as needed.

☐ Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.

☑ 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.

☑ 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.

☐ Class lesson plans, materials, and assignment instructions are available to students and families for

☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ 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.

☑ 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.

☑ Adjust assignments/to be completed successfully using/only/the/resources students have available./

☐ Provide online mentoring programs.

☑ Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.

☑ Offer a technology/support hotline during flexible hours.

☑ Make sure technology/support is offered in multiple languages.

☐ Other (Please identify in Question 9a, below)

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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.

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	9.00
Technical Support	11.00
Totals:	**21.00**

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	End User Computing Devices	N/A	240,000	Annual	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
2	Peripheral Devices	N/A	663,750	Annual	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ 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
					Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Professional Development	N/A	420,952	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
4	Instructional and Administrative Software	N/A	1,095,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ 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
					☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
Totals:			**2,419,702**			

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.hhh.k12.ny.us/teaching-learning/educational-technology/technology-integration-planning-and-assessment

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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.**

☑ 1:1 Device Program	☐ Engaging School Community through Technology	☐ Policy, Planning, and Leadership
☐ Active Learning Spaces/Makerspaces	☐ English Language Learner	☑ Professional Development / Professional Learning
☐ Blended and/or Flipped Classrooms	☑ Instruction and Learning with Technology	☑ Special Education Instruction and Learning with Technology
☐ Culturally Responsive Instruction with Technology	☐ Infrastructure	☑ Technology Support
☑ Data Privacy and Security	☐ OER and Digital Content	☐ Other Topic A
☑ Digital Equity Initiatives	☐ Online Learning	☐ Other Topic B
☑ Digital Fluency Standards	☐ Personalized Learning	☐ 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	Nicole Alexander	Director of Instructional Technology	nalexander@hhh.k12.ny.us	☑ 1:1 Device Program ☑ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☑ Culturally Responsive Instruction with Technology ☑ Data Privacy and Security ☑ Digital Equity Initiatives ☑ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☑ Instruction and Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning ☐ Policy, Planning, and Leadership ☑ Professional Development / Professional Learning ☑ Special Education Instruction and Learning with Technology ☑ Technology Support ☐ Other Topic A ☐ Other Topic B ☐ 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)	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and

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

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

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

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