

HALF HOLLOW HILLS CSD

Instructional Technology Plan - Annually - 2015

LEA Information

Status Date: 03/30/2015 10:28 AM

A. LEA Information

1. What is the total student enrollment based on the most recent BEDS Day submission?

8,850

2. What is the student enrollment by grade band based on the latest BEDS Day submission?

	Enrollment
Grades K-2	1,495
Grades 3-5	1,821
Grades 6-8	2,182
Grades 9-12	3,352

3. What is the name of the district administrator entering the technology plan survey data?

Jolynn Sapia

4. What is the title of the district administrator entering the technology plan survey data?

Director of Technology

- 4a. If the response to question four was "Other", please provide the title.

(No Response)

B. Instructional Technology Vision and Goals

1. Please provide the district mission statement.

The Mission of the Half Hollow Hills School district is to prepare students for the challenges of the future in a rapidly changing society. In the accomplishment of this mission: Students will acquire the skills to utilize technology effectively, be able to communicate through the utilization of these, benefit from a curriculum enhanced by the use of technology, be supported by a knowledgeable staff equipped with these skills and have access to hardware and software to accomplish these as well as benefit from ongoing analysis and planning that involve all aspects of the community.

2. Please provide the executive summary of the instructional technology plan, including vision and goals.

Executive Summary

For hundreds of years industries have relied on technology. Today this premise continues at an alarming rate. This reliance has improved the efficiency and productivity of the United States in world markets. However, our world continues to change rapidly. The information age is upon us. Industries remaining competitive have vigorously embraced new information and management technologies. Their use of these computer-based technologies is critical to economic survival. It is no longer debatable that technology must be integrated into all school-related operations.

The Half Hollow Hills School District strongly supports the principle that:

“Each individual has a capacity to learn which can be developed and nurtured through formal educational experiences. The ultimate mission of the New York State educational system is to help each individual identify, develop, and utilize his capabilities for his personal welfare and that of society. The development of the specific capabilities needed by individuals generally is the goal of education.”[1]

The following Technology Plan represents a blueprint that will provide for growth and development in our district’s ability to: maintain and enhance our infrastructure; manage and upgrade hardware and software; professionally develop our staff; effectively communicate with parents and members of the community. Most importantly of all, thoroughly and efficiently educate our students.

The goals of the District Technology Plan include, but are not limited to: preserving the district’s commitment to technology, augmenting the district’s technology infrastructure, improving learning through technology, offering and encouraging participating in professional development opportunities related to technology, and continuing our collaborative approach to technology planning and funding.

It is the belief of the planning team that the following action plans need to be implemented in order to meet the challenges of the next decade and beyond.

- Maximize student learning by continuing to integrate technology into all curriculum areas.

- Provide students with access to technology in all instructional areas.

- Provide teachers access to technology for lesson preparation.

- Provide ongoing training and staff development for technology.

- Provide technical support to optimize student and staff use of existing equipment.

- Equip each school with computer labs or laptop carts that will accommodate classes of students, providing each student with a workstation.

- Provide students and staff access to electronic networks within and among district buildings.

- Provide centralized electronic system for student recordkeeping and instructional inventory.

- Support students’ research skills by continuing to provide automated school libraries and full access to electronic resources.

Our technology committee initially consisted of teachers, and administrators, now includes students and residents, meet regularly to assess and evaluate the integration of technology into all programs and to revise and update the District Technology Plan. The focus of the action plans is; the continuing efforts to maintain state-of-the-art technology in our district, the integration of technology to curriculum.

It is recognized that the Technology Plan is an ongoing effort, which will continue to be refined as the ever-changing world of technology evolves.

[1] Half Hollow Hills Board of Education Policy #2515

3. **Please summarize the planning process used to develop the instructional technology plan. Please include the stakeholder groups participating and outcomes of the instructional technology plan development meetings.**

Since 1991, a technology committee initially consisting of teachers, and administrators, and then enhanced by the addition of students, district residents and professionals in the field of technology meet regularly to assess and evaluate the integration of technology into all district programs and to revise and update the District Technology Plan. We have further expanded our group to include Library Media Specialists and curriculum directors. The focus of the action plans is; the continuing efforts to maintain state-of-the-art computers in each classroom, as well as the district, the integration of technology to curriculum, and continued high speed Internet access for all students and staff. We have developed a District-wide technology steering committee which meets throughout the year to revise and edit our existing plan as new technologies emerge, or as our needs change based on state initiatives. We have further developed sub groups which meet on the elementary, middle and high school level to further drill down and assess the needs of our staff and students in microcosms to best establish needs at these individual levels. We have reached out to our nonpublic schools within our boundaries to gather their input and share our vision, as well as presenting and discussing our findings at Board Meetings and to PTA groups.

The established district school budget funds these endeavors and reductions in costs are being sought in e-rate reductions as outlined in the Federal Communications Act of 1996.

It is recognized that the Technology Plan is an ongoing effort, which will continue to be refined as the ever-changing world of technology evolves. We will continue our process as we dive into the 21st century, working as a team to equip our students with the skills and tools they will need to be productive citizens in the work force.

We have developed an on-line shared portal, where we share topics of interest to our professional growth as well as that of the district. We include videos and articles, discussion threads. Sub-committees for our group can report out on discussions they are having in order to form a transparent plan in moving our district forward, and preparing our students for the workforce as they leave our doors.

4. **Please provide the source(s) of any gap between the current level of technology and the district's stated vision and goals.**

Professional Development (Checked)

Staffing (Checked)

- 4a. **Please specify if "Other" was selected in question four.**

(No Response)

5. **Based upon your answer to question four, what are the top three challenges that are causing the gap? If you chose "No Gap Present" in question four, please enter N/A.**

The top three challenges which prevent us from realizing our goals is the inability to adequately train staff on the 21st century skills necessary to fulfill our Mission Statement. A staff developer at each of the three academic levels would alleviate this. Embedded professional development throughout the school day is another deterrent, and the third would be a lack of funding to provide devices to all students.

C. Technology and Infrastructure Inventory

1. What is the available network broadband bandwidth? Please express speed in Mb (Megabits) or Gb (Gigabits). *

	Minimum Capacity (Expressed in Mb or Gb)	Maximum Capacity (Expressed in Mb or Gb)
Network Bandwidth: Incoming connection TO district schools (WAN)	1 Gb	1 Gb
Internal Network Bandwidth: Connections BETWEEN school buildings (LAN)	1 Gb	1 Gb
Bandwidth: Connections WITHIN school buildings (LAN)	1 Gb	1 Gb

2. What is the total contracted Internet access bandwidth for your district? Please express speed in Mb (Megabits) or Gb (Gigabits).

300 Mb

3. What is the name of the agency or vendor that your district purchases its primary Internet access bandwidth service from?

Cablevision Lightpath

4. Which wireless protocols are available in the district? Of these, which are currently in use? Check all that apply.

	Available/In Use
802.11a	Available (Checked) In Use (Checked)
802.11b	Available (Checked) In Use (Checked)
802.11g	Available (Checked) In Use (Checked)
802.11n	Available (Checked) In Use (Checked)
802.11ac	(No Response)
802.11ad	(No Response)
802.11af	(No Response)

5. Do you have wireless access points in use in the district?

Yes

- 5a. What percentage of your district's instructional space has wireless coverage?

100

6. Does the district use a wireless controller?

Yes

7. What is the port speed of the switches that are less than five years old in use in the district?

1

8. How many computing devices less than five years old are in use in the district?

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Instructional Technology & Infrastructure Inventory

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	Number of devices in use that are less than five years old	How many of these devices are connected to the LAN?
Desktop computers/Virtual Machine (VM)	1,645	1,645
Laptops/Virtual Machine (VM)	2,785	2,785
Chromebooks	164	164
Tablets less than nine (9) inches with access to an external keyboard	0	0
Tablets nine (9) inches or greater with access to an external keyboard	0	0
Tablets less than nine (9) inches without access to an external keyboard	153	153
Tablets nine (9) inches or greater without access to an external keyboard	267	267
Totals:	5014.0	5014.0

9. **Of the total number of students with disabilities in your district, what percentage of these students are provided with assistive technology as documented on their Individualized Education Programs (IEPs)?**

7

10. **From your technology needs assessment, please describe any additional assistance or resources that, if provided, would enhance the district's ability to provide improved access to technologies, including assistive technologies, for students with disabilities.**

Equitable access for all would help those students who would benefit from having a device that they could bring home and complete their assignments. A lending library of hardware and software would ensure that students could trial and be matched to the technologies that would best assist them in their quest to further their education and skill set in order to be productive members of society. Devices such as ipads for communication for our special needs population would enable them to communicate better in general education classes, software such as ClearNote Portable would enable our visually impaired students to zoom in and follow along in a mainstreamed class. The ability to pair students on a lending and trial basis with devices and software such as we mentioned would benefit these students to integrate at a much more efficient level.

11. **How many peripheral devices less than five years old are in use in the district?**

	Number of devices in use that are less than five years old
Document Cameras	100
Flat Panel Displays	8
Interactive Projectors	10
Interactive Whiteboards	150
Multi-function Printers	10
Projectors	200
Scanners	10
Other Peripherals	2
Totals:	490.0

12. **If a number was provided for "Other Peripherals" please specify the peripheral device(s) and quantities for each.**

Student Response Systems (clickers)

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Instructional Technology & Infrastructure Inventory

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13. Does your district have an asset inventory tagging system for district-owned equipment?

Yes

14. Does the district allow students to Bring Your Own Device (BYOD)?

No

14a. On an average school day, approximately how many student devices access the district's network?

(No Response)

15. 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

D. Software and IT Support

1. What are the operating systems in use in the district?

	Is this system in use?
Mac OS Version 9 or earlier	Yes
Mac OS 10 or later	Yes
Windows XP	No
Windows 7.0	Yes
Windows 8.0 or greater	No
Apple iOS 7 or greater	Yes
Chrome OS	Yes
Android	No
Other	No

2. Please provide the name of the operating system if the response to question one included "Other."

(No Response)

3. What are the web browsers, both available and supported, for use in the district?

	Web Browsers available and supported for use
Internet Explorer 7	No
Internet Explorer 8	No
Internet Explorer 9 or greater	Yes
Mozilla Firefox	Yes
Google Chrome	Yes
Safari (Apple)	Yes
Other	No

4. Please provide the name of the web browser if the response to question three included "Other."

(No Response)

5. Please provide the name of the learning management system (LMS) most commonly used in the district.

None used

6. Please provide the names of the five most commonly used software programs that support classroom instruction in the district.

Smart Notebook Software
Microsoft Office
Myon
iworks
Discovery Education

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7. Please provide the names of the five most frequently used research databases if applicable.

Discovery Education
Virtual REference Collection
World Book
Culture Grams
Capstone Pebble Go
Castle Learning

8. Does the district have a Parent Portal?

Yes

8a. Check all that apply to your Parent Portal if the response to question eight is "Yes."

Attendance (Checked)
Homework (Checked)
Student Schedules (Checked)
Grade Reporting (Checked)

8b. If 'other' was selected in question eight (a), please specify the other feature(s).

All features were included

9. What additional technology-based strategies and tools, besides the Parent Portal, are used to increase parent involvement?

Emergency Broadcast System (Checked)
Website (Checked)
Twitter (Checked)

9a. Please specify if the response to question nine was "Other".

(No Response)

10. Please list title and FTE count (as of survey submission date) of all staff whose primary responsibility is technical support.

Title	Number of Current FTEs
Director of Technology	0.50
Systems Coordinator	1.00
Systems Specialist	1.00
Computer Technician	6.00
Data Coordinator	1.00
Communication Specialist	1.00
Computer para	9.00
Microcomputer Technician	1.00
	20.5

E. Curriculum and Instruction

1. What are the district's plans to use digital connectivity and technology to improve teaching and learning?

In order to insure that our curriculum reflects current research and thinking regarding 21st century skills and the use of technology, the following plans are in place.

Each summer as the district revises and updates curriculum K-12, each curriculum committee includes at least one technology integration specialist. This "specialist" is a teacher who is exemplary in the use of technology within the curriculum. The role of this teacher on the committee is to ensure that appropriate technology related activities are included.

Curriculum committees meet monthly throughout the school year to explore technological resources and tools that can be used within the curriculum and address state and national standards.

We have currently begun Google Classroom implementation. We are hoping to create Google groups and have teachers and students alike collaborate and use 21st century skills to strengthen teaching and learning. We are using a "train the trainer" model. We are piloting this vision at the two high schools and hope to grow it from there. We have implemented a wireless network throughout the district, and hope to eventually provide a device for every student, be it BYOD, or district devices. We feel this broad network will further support our goals.

2. Does the district's instructional technology plan address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments?

Yes

2a. If "Yes", please specify.

Our district has a very comprehensive Special Education department. Technology is integrated into every department, into every building. Students have access to technology to assist them with the learning that takes place each and every day in school, and in some instances, at home. Students have access to ipads to use as communication devices, devices which amplify sounds, enlarge print, and assist with the recording of notes and information. Students are given access to various software programs which help them to read, learn and retain information in different ways.

3. Does the district's instructional technology plan address the provision of assistive technology specifically for students with disabilities to ensure access to and participation in the general curriculum?

Yes

3a. If "Yes", please provide detail.

Students have access to ipads to use as communication devices, devices which amplify sounds, enlarge print, and assist with the recording of notes and information. Students are given access to various software programs which help them to read, learn and retain information in different ways. Students who are mainstreamed into general education classes are given devices to assist them with the curriculum. Our Senior experience classes all received ipads for the class. We loaded Co-Writer which is an adaptive writing program onto the ipads for our students needing assistance with their writing. We have trained our staff extensively on how best to work with these devices with their students.

F. Professional Development

- Please provide a summary of professional development offered to teachers and staff, for the time period covered by this plan, to support technology to enhance teaching and learning. Please include topics, audience, and method of delivery within your summary.**

All staff development sessions are designed to serve as models for participatory learning. As learners, the teachers engage in activities that involve collaborative learning, discussion, and independent research. 9 hours of Professional development is a requirement for all teachers in our district.

To accomplish these goals a variety of training formats are used:

After-school courses: Teachers attend a series of classes at the conclusion of their school day. These courses may be taken for required professional development and in-service credit. Varied formats (survey courses, workshops) and sessions are offered (2.5 hours 5 hours, 7.5 hours, and 15 hours) to address needs of staff. Examples of courses can be found in the 2013 -2016 brochures archived at:

<http://www.hhh.k12.ny.us/page.cfm?p=976455>

Summer training - teachers attend classes during summer vacation. Training may be taken for in-service credit or remuneration.

Sessions during prep time - trainers meet with teachers in their building during the school day during specific free periods.

Faculty meetings – technology use is embedded in each school as they use portions of monthly staff meetings to demonstrate new technologies and their use within curriculum areas.

Alliance with a local university - a partnership has been forged whereby the university offers a Master's degree program in Educational Technology using district facilities and at a significantly reduced tuition rate.

Teachers and administrators are able to sign up for workshops at various BOCES sites, whereas they can focus on a particular curriculum, technology, or idea they would like to learn more about.

Paraprofessionals working as technology lab aides and monitors meet annually for a day of professional development to familiarize them with new technology and procedures.

Staff “curators” responsible for maintaining various sections of the District website convene several times each year to develop their individual sites and areas and determine better ways of communicating with all constituents.

Clerical staff are surveyed as to their technology needs and then instructed accordingly during their prescribed professional development time.

Classes are held within the district with our Coordinators, Directors, Administration or teachers conducting the courses. The courses consist of 21st century skill integration, the various software platforms we are using for the current school year, as well as refreshers for those which have enhancements or added features. Some examples of these courses are: Smartboard, Advanced Smartboard, Google classroom, Google Lit trips, Social Media in the Classroom, Myon, Castle Learning, Pixie, Presentation software, as well as word processing and spreadsheet skills.

- Please list title and FTE count (as of survey submission date) of all staff whose primary responsibility is technology integration training and support for teachers.**

Title	Number of Current FTEs
Director of Technology	0.50
Staff Developer	0.08
	0.58

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Technology Investment Plan

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G. Technology Investment Plan

1. Please list the top five planned technology investments in priority order over the next three years.

	Anticipated Item or Service	Estimated Cost	Is Cost One-time or Annual	Potential Funding Source (May list more than one source per item.)
1	Broadband	1,000,000	One Time	budget/grants
2	Server/Network Software	500,000	One Time	budget/grants
3	Laptops	500,000	Annual	budget/grants
4	Professional Development	250,000	Annual	budget/grants
5	Instructional Software	250,000	Annual	budget/grants
Totals:		2500000.0		

2. If "Other" was selected in question one, please specify.

(No Response)

H. Status of Technology Initiatives and Community Connectivity

1. **Please check any developments, since your last instructional technology plan, that affect the current status of the technology initiatives.**

Changes in District Enrollment (Checked)
Changes in Funding (Checked)
Technology Plan Implementation (Checked)
Computer-based Testing (Checked)
Developments in Technology (Checked)

- 1a. **Please specify if response to question one was other.**

(No Response)

2. **In this section, please describe how the district plans to increase student and teacher access to technology, in school, at home, and in the community.**

Our District plans to increase the device/staff and student ratio dramatically. Technology needs to be infused throughout the curriculum, and students shouldn't need to leave the classroom to be able to access technology. We plan to move to a web based solution to accompany the increase in hardware so that the information is available to students, staff and parent from a web based platform to have it readily available from any time, anyplace. If we could move to a model where students and staff could bring their devices home, they would have this mobile access at home and in the community. Curriculum can be posted to sources whereas all can access it at any given time.

3. **Please check all locations where Wi-Fi service is available to students within the school district geographical boundaries.**

School (Checked)
Home (Checked)
Community (Checked)

- 3a. **Please identify categories of available Wi-Fi locations within the community.**

Community Library, local restaurants, various community venues on a selective basis.

I. Instructional Technology Plan Implementation

1. **Please provide the timeline and major milestones for the implementation of the instructional technology plan as well as the action plan to integrate technology into curriculum and instruction to improve student learning.**

In order to insure that our curriculum reflects current research and thinking regarding 21st century skills and the use of technology, the following plans are in place.

Each summer as the district revises and updates curriculum K-12, each curriculum committee includes at least one technology integration specialist. This “specialist” is a teacher who is exemplary in the use of technology within the curriculum. The role of this teacher on the committee is to ensure that appropriate technology related activities are included.

Curriculum committees meet monthly throughout the school year to explore technological resources and tools that can be used within the curriculum and address state and national standards.

2015-2016 Our current technology committee has been meeting on a regular basis to revise and refine our existing technology plan. Our goal is to upgrade our bandwidth and infrastructure to 1 GBS by the end of this school year. We will upgrade our switches and servers to be able to accommodate the influx of data to coincide with this upgrade. We plan on upgrading our connectivity between buildings to 300MGPS. Over the next years, we would like to replace all of our machines from 2009. We would like to replace 200 laptops as well, and move to a shared model of printing.

2016-2017 Replace all of our 2010 machines with new models. Shared folder or online collaboration will replace 30% of our printers. Interactive whiteboards or flat panel display models will be in 30% of all classrooms. replace all the mechanical hard drives in all the secondary DELL desktops with SSD drives which will breath new life into them and they will probably last another 4 years after that.

2017-2018 Replace all of our 2011 machines with new models. Shared folder or online collaboration will replace 30% of our printers. Interactive whiteboards or flat panel display models will be in 60% of all classrooms. Replace all the secondary switches with switches that support 10 GB uplinks

On the wish list for the future is a centralized storage SAN located in our server room at CO for all the district staff and student home folders.

We would like to develop strategies to enable our high school students and staff to integrate the use of BYOD into our infrastructure at some point in the next year. We would like to incorporate a 24/7 technology access plan for our staff and students in order to prepare them for the workforce in the 21st century,

J. Monitoring and Evaluation

1. **Please describe the proposed strategies that the district will use to evaluate, at least twice a year, the effectiveness of the implementation of the district's instructional technology plan to improve teaching and learning.**

To further insure the use and integration of technology within the curriculum, principals, and curriculum area supervisors and directors evaluate teachers on their use of technology within the curriculum as part of formal and informal classroom observations and end-of-the-year assessments. This will take place during their summative as well as formative evaluations. The Technology Steering committee will also meet quarterly to evaluate milestones set forth by this plan to make sure we are on track for achieving all of our goals.

In Half Hollow Hills, evaluation of technology equipment, resources, and procedures is ongoing. Strategies that we employ to ensure that evaluation activities are an integral part of the technology planning and implementation include:

Meetings with Stakeholders

Leadership Council

At these monthly meetings of all district administrators, topics relating to enhancing teaching and learning are discussed. Technology is a thread that is seamlessly woven into all the discussions. The following list enumerates some of these topics:

Grant Wiggins, national educational consultant, has presented Understanding by Design

Charlotte Danielson, on teacher assessment

Differentiation of Instruction

Brain Based Learning

Weekly meetings with curriculum area Supervisors and Directors

Discussions on what technology is needed to support curriculum

Successful lessons in which technology is used to enhance and support the curriculum

Looking at student work

Annual meeting with the district PTA Education committee

Bi-monthly meetings with Assistant Superintendent, Director of Instructional Computing and MIS Coordinator

At these meetings discussion centers on:

status of programs

areas to expand

issues in the field of educational technology

emerging technologies

District technology staff bi-monthly meetings

Twice monthly all members of the Instructional Technology department (currently 4 repair technicians, 2 network specialists, Director Administrative Technology department (currently network administrator and 2 network specialists) meet to discuss

status of programs

areas to expand

ways to improve the technical support structure of the district

develop strategies and responses to issues that have arisen

Semi annual District Technology Committee

This committee is comprised of district teachers, administrators (building level and Central Office) and district residents. In addition, college professors and business people active in the field of technology are also members. The following activities take place at these meetings:

presentations on emerging research and technologies

overview and demonstration of what we have accomplished since the last meeting

discussions about how well we are meeting our goals

discussion about whether or not we need to make adjustments to the plan

discussions about where we should be headed

Semi annual meeting with Technology subcommittee of the School Board

present the upcoming budget request

discuss status of current projects

discuss long-range planning

Annual meeting with School Board

to apprise the Board of the progress made during the previous year

share student work

2. **Please fill in all information for the policies listed below.**

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Monitoring and Evaluation

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	Date of Public Forum (If applicable)	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	03/08/2013	http://www.hhh.k12.ny.us/page.cfm?p=977862	2013
Internet Safety/Cyberbullying	03/08/2013	http://www.hhh.k12.ny.us/page.cfm?p=977606	2013
Parents' Bill of Rights for Data Privacy and Security	11/17/2014	http://www.hhh.k12.ny.us/page.cfm?p=976446	2014

3. Does the district have written procedures in place regarding cybersecurity?

Yes

K. Survey Feedback

Thank you for submitting your district's instructional technology plan (ITP) survey via the online collection tool. We appreciate the time and effort you have spent completing the ITP survey. Please answer the following questions to assist us in making ongoing improvements to the online survey tool.

1. Was the survey clear and easy to use

Yes

1a. If response was "No", please explain.

(No Response)

2. Was the guidance document helpful?

Yes

2a. If "No", please explain.

(No Response)

3. What question(s) would you like to add to the survey? Why?

I think the survey covers everything as is.

4. What question(s) would you omit from the survey? Why?

There are no questions I would omit.

5. Other comments.

(No Response)

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Appendices

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Appendices

1. Upload additional documentation to support your submission
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