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

I. District LEA Information

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

Sharon Zacher

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

Assistant Superintendent

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

   We, the students, parents, staff, and community of the Holley Central School District, will work together to provide the opportunity and means for all students to acquire the skills, knowledge and attitudes to become responsible and productive citizens in a diverse and changing society. The ideal is to instill a passion for lifelong learning.

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

   The vision of the Holley Central School District is to empower future ready students by leveraging the use of technology to foster:
   - global citizenship
   - a student-centered learning environment
   - collaborative and self-directed learners
   - increased student engagement and achievement

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 Instructional Technology Plan was completed in a joint effort by multiple committees: two building-level Technology Committees and one district-level Technology Committee.  Members are comprised of the Assistant Superintendent for Business, Director of Teaching and Learning, building principals, classroom teachers, library media specialists, aides, instructional technology specialist, network administrator, Board of Education members, parents, and BOCES representatives.  All three committees meet monthly throughout the school year to discuss district technology needs and collaboratively work to attain the district goals and vision.  Addressed are best approaches for device roll-out, professional learning, hardware/software needs, infrastructure, budget considerations, and other best practices. Some aspects of the Instructional Technology Plan were delegated to subgroups of the committees, and some aspects were worked on collaboratively in large-group sessions.

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

   The district improved upon the previous three-year Instructional Technology Plan by reflecting on its goals and evaluating the progress and effectiveness of previous action steps.  This plan was completed with input from a broader range of stakeholders, and those stakeholders were brought into the reflection process from the beginning.  While the district has come a long way since the 2018 plan, the technology committees realized that each of its goals have not yet been fully implemented.  Rather than replacing each goal, the district updated the action steps to ensure they will be met within the next 3-year cycle.

   For the first goal, the district updated the action steps to focus on the integration of the newly adapted NYSED Computer Science and Digital Fluency Standards.  This includes completing a gap analysis to identify which standards are currently being met, as well as completing curriculum writing to fill any deficits. The district also chose to update curriculum by creating a vertically-aligned plan for grade-level research projects, as well as continuing to explore new technologies and strategies as they emerge.

   The second goal continues to focus on professional learning for all faculty, staff, and administrators within the district.  The action steps were updated to emphasize opportunities that are differentiated, choice-based, and promote the integration of NYSED CS-DF Standards. These opportunities can be provided in-house, by professionals outside of the district, and at both local and national conferences.  The district also added an action step to regularly survey the staff and ask for feedback on their individualized professional learning needs.

   The third goal was originally composed just prior to the district beginning its 1:1 rollout process, and it focused on obtaining the devices, servers, access points, and other infrastructure pieces necessary to support the student and staff population.  While that piece of the goal has been successfully completed, technology is always growing and evolving.  The action steps were updated to include a four-year equipment replacement cycle for student and staff devices, but the district will continue to evaluate and ensure that it has the equipment and infrastructure required to grow with emerging technologies.  The district also plans to begin looking at flexible learning spaces, in the hope to develop model "Future-Ready Classrooms" as a first step to updating existing spaces.

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

The district's Instructional Technology Plan reflects the experiences of students, families, faculty, and staff during the pandemic.  While it had originally planned a slow, strategic roll-out of devices to create a four-year replacement cycle, the immediate need of the pandemic forced the rollout ahead by two years. Within weeks, the district went from approximately half of its grade levels utilizing 1:1 devices, to all students K-12 being issued a device for home learning.  To meet that need, the district issued hundreds of end-of-life (5+ years old) devices donated from local districts and BOCES to both students and staff.  Returning from the pandemic, the district has reinstituted its planned four-year replacement cycle and is working on switching outdated devices with new laptops.  In the coming year, it will also replace all building wiring to ensure that infrastructure meets any future bandwidth needs, with the increased number of student and staff devices.
To ensure that all students had internet connectivity at their places of residence, MiFi devices were purchased during the pandemic for any families in need.  Families were surveyed to determine their access to reliable internet service, and that helped the district to determine the number of MiFi devices required for purchase.

During the pandemic, the district temporarily put a hold on professional learning opportunities that focused on student creativity and creation, instead prioritizing the accessibility of content and communication for teachers, students, and families. The Technology Committees and administration recognize the need for future professional learning to fill in some of the gaps that were created because of that concentrated rollout.  Moving forward, teachers will be offered professional learning opportunities focused on pedagogy and best practices surrounding the 4 C's (Creativity, Collaboration, Communication, and Critical Thinking), ensuring that students are provided the means to share their learning through multiple creative methods. Faculty will also update curriculum to integrate the new CS-DF Standards, and conduct a gap analysis to determine what instructional changes need to occur to ensure that students are technologically proficient and prepared for both college and career. Finally, the district will continually evaluate its LMS platforms and other software to ensure that they meet growing needs, as well as explore new emerging technologies.  The district strives to maintain high expectations for technology integration in everyday learning.

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.**

Holley CSD's Professional Learning Plan is a document that meets the needs of the faculty and staff. It was developed in collaboration between the administrative team and the teacher's association, with the foundational belief that as professionals, its educators must remain current in the field of educational technology by continually updating skills to support all students. The Professional Learning Plan Committee conducts an annual needs analysis and reviews this data to form the basis of recommendations for school objectives, both short and long term.  Additionally, the district utilizes both surveys and group feedback to determine the content and level of differentiation needed for instructional technology professional learning, prior to planning. The effectiveness of the Professional Learning Plan is evaluated by faculty feedback and evaluations, as well as data obtained from administrative observations and walk-throughs. Trainings occur in whole-group, team/department, small group, and 1:1 sessions. Options for self-paced, online learning opportunities are also currently being explored.
The goal of all district-based professional learning is to develop a common vocabulary among faculty and staff, encourage collaboration, and promote the integration of technology to create meaningful learning experiences. The district realizes the need for increased technology-based professional learning opportunities, especially options that are differentiated, personalized, and choice-based. The focus of instructional technology professional learning is focused on these key areas:
        • Integrating the new NYSED Computer Science & Digital Fluency Learning Standards to enhance curriculum and better prepare
    students for college and career
        • Rethinking lessons to incorporate more student-centered, collaborative learning activities
•        Leveraging technology and digital tools to support all learners in the classroom
        • Utilizing tools to increase collaboration among faculty, staff, students, and administration, as well as increasing home-school
    communication
        • Utilizing digital formative assessment tools to provide instant feedback and trackable data

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III. Goal Attainment

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

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

    > Moderately

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

    > Moderately

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

    > Significantly

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

    > Significantly

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

    > Moderately

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1.   **Enter Goal 1 below:**

Incorporate technology as an instructional tool across all grade levels and content areas to provide students with enhanced opportunities to access and analyze information, develop higher-order thinking skills, solve problems, and prepare them for success in college and career.

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.**

This goal will be evaluated by completing a gap-analysis for the new NYSED CS-DF standards, with updated curriculum to integrate any absent key concepts. It will also be measured by usage analytics and statistics on the various platforms, as well as positive impacts on student achievement on local and state assessments.

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

|  | Action Step | Action Step - Description | Responsible Stakeholder: | 'Other' Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---|---|---|---|---|---|---|
| Action Step 1 | Curriculum | Integrate the new NYSED CS-DF Standards with curricular goals and | Curriculum and Instruction Leader | None | 08/31/2022 | 10000 |

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IV. Action Plan - Goal 1

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|  | Action Step | Action Step - Description | Responsible Stakeholder: | 'Other' Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---|---|---|---|---|---|---|
|  |  | district initiatives by completing a gap analysis of which skills are currently being taught K-12, as well as any current deficits. |  |  |  |  |
| Action Step 2 | Curriculum | Begin updating and writing new curriculum to fill any gaps identified, focusing on the integration of technology that allows students to collaborate, communicate, be critical thinkers, and show their creativity. | Curriculum and Instruction Leader | None | 08/31/2023 | 30000 |
| Action Step 3 | Curriculum | Create a vertically-aligned plan for grade-level research projects and digital literacy that includes the integration of digital resources and databases, evaluating resources, ethical use of information, properly citing sources, and providing multiple means for students to publish and/or present on various platforms. | Curriculum and Instruction Leader | None | 08/31/2023 | 15000 |
| Action Step 4 | Research | Continue to research, explore, and share new technologies and best practices through professional learning. Develop a plan to determine and evaluate the effectiveness of new and existing technologies. | Instructional Technology Coach | None | 06/30/2025 | 20000 |

**7.    This question is optional.**

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**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 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 2 below:**

Develop and deliver ongoing, differentiated professional learning opportunities at all levels that support the integration of technology into curriculum through collaboration and the use of best practices.

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

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

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

☑ All students
☐ Early Learning (Pre-K -3)
☐ Elementary/intermediate
☐ Middle School
☐ High School
☐ Students with Disabilities
☐ English Language Learners
☐ Students who are migratory or seasonal farmworkers, or children of such workers
☐ Students experiencing homelessness and/or housing insecurity

☐ Economically disadvantaged students
☐ Students between the ages of 18-21
☐ Students who are targeted for dropout prevention or credit recovery programs
☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
☐ Students who do not have internet access at their place of residence
☐ Students in foster care
☐ Students in juvenile justice system settings
☐ Vulnerable populations/vulnerable students
☐ Other (please identify in Question 3a, below)

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

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

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

This goal will be measured and evaluated by the use of staff surveys and feedback following professional learning, as well as the number of increased opportunities provided to all faculty and staff. Data will be kept on the number of opportunities offered, as well as faculty attendance. Walkthrough and observation data will also be used to measure increased classroom usage of various instructional technology tools and best practices.

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 | Professional Development | Provide professional learning opportunities to promote and enhance the use of | Curriculum and Instruction Leader | None | 06/30/2025 | 10000 |

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|  | Action Step | Action Step - Description | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---|---|---|---|---|---|---|
|  |  | technology-based pedagogy and best practices, focusing on integration of the new NYSED CS-DF standards. |  |  |  |  |
| Action Step 2 | Professional Development | Continue to research developments in educational technology, providing opportunities for educators to learn best practices and strategies from resources both in-house and outside of the district. | Curriculum and Instruction Leader | None | 06/30/2025 | 20000 |
| Action Step 3 | Professional Development | Regularly survey staff on interests and needs related to technology-based professional learning, and provide differentiated, choice-based options based on that feedback. Allow for observation and collaboration with colleagues both internally and externally, as well as cross-curricular/grade-levels. | Curriculum and Instruction Leader | None | 06/30/2025 | 5000 |
| Action Step 4 | Communications | Provide regular, clear communication to staff on technological advances within the district, opportunities for professional learning, and agendas/minutes from building- and district-level technology committees. Create a central location for faculty and staff to find resources and | Instructional Technology Coach | None | 06/30/2025 | 0 |

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IV. Action Plan - Goal 2

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| | Action Step | Action Step - Description | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---|---|---|---|---|---|---|
| | | updates. | | | | |

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:**

Support all students and faculty with consistent and reliable access to appropriate devices, software, and connectivity, while designing and maintaining a flexible, effective infrastructure and network that are prepared to meet both current and future technology requirements.

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

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

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

☑ 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.**

This goal will be measured and evaluated during and after implementation through staff surveys.  The district will regularly measure and evaluate both consumed and available bandwidth to ensure that it is meeting district requirements.  Devices will also be evaluated annually to ensure that they continue to meet the needs of students and staff.

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

|  | Action Step | Action Step - Description | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---|---|---|---|---|---|---|
| Action Step 1 | Evaluation | Continue to evaluate and purchase devices and software, ensuring that students, faculty, and administration | Business Official | None | 06/30/2025 | 300000 |

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| | Action Step | Action Step - Description | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---|---|---|---|---|---|---|
| | | have the opportunity to grow with emerging technologies. | | | | |
| Action Step 2 | Infrastructure | Update wiring district-wide to prepare for future bandwidth requirements. | Business Official | None | 06/30/2025 | 500000 |
| Action Step 3 | Learning Spaces | Develop model "Future-Ready Classrooms," and begin to update existing learning spaces to be more flexible in matching the needs of the curriculum, pedagogy, and best practices. | Building Principal | None | 06/30/2025 | 200000 |
| Action Step 4 | Purchasing | Continue four-year equipment replacement cycles for student and staff devices. | Business Official | None | 06/30/2025 | 800000 |

**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 | (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 Respo | (No Response) |

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| | Action Step | Action Step - Description | Responsible Stakeholder: | "Other" Responsible Stakeholder | Anticipated date of completion | Anticipated Cost |
|---|---|---|---|---|---|---|
| | | | | | nse) | |

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

No

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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.**

    Holley CSD's expedited 1:1 rollout made it possible for every student and every teacher to obtain a device in a very short period of time for home-learning. The district now strives to shift its pedagogy to ensure that those resources are being utilized to increase student engagement through authentic activities that will support digital literacy. Technology is currently integrated into teaching and learning throughout the district via the use of interactive, individualized curricular materials, computer-aided instruction, diagnostics, formative assessments, communication tools, learning management systems, classroom management platforms, research databases, assistive technology, eBooks, language tools, digital citizenship resources, distance learning connections, and multimedia creation tools.

    The district's focus moving forward is to create a more personalized and engaging learning environment with the help of digital devices. The vision is to provide children with student-centered learning opportunities to encourage future-ready, empowered, self-directed learners. Educators will consistently utilize technology to help students strengthen their creativity, communication, collaboration, and critical thinking skills, and encourage them to become global citizens and leaders.

    Holley CSD strives to ensure its students will:
    • always have access to the best informational resources and up-to-date technologies
    • communicate ideas effectively
    • work both independently and collaboratively to solve problems, as well as identify and accomplish goals
    • value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior through digital citizenship

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.**

    Over the past two years, the district has strived to ensure that all students are provided with a device and access to high-speed internet connectivity both at home (grades 4-12) and school (grades K-12). All individual devices are on a 4-year replacement cycle to guarantee that students and staff continue to have access to the most up-to-date, reliable technology that evolves with emerging needs. Additionally, the district plans to replace all wiring in the next year to meet current and future bandwidth requirements, and its Technology Committees continue to research possibilities for future-ready, flexible classrooms to include in the next Capital Project.
    The district's professional learning goals include shifting its pedagogy and teaching practices to ensure that all students consistently have the opportunity to utilize available technology as active learners, rather than passive consumers. Closing the "Digital Use Divide" helps ensure that all students gain the digital fluency necessary to become future-ready learners. Through the principles of Universal Design for Learning, educators can ensure that experiences are accessible to all students.

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.**

    Technology allows educators to differentiate instruction for students with a wide range of abilities by varying the pace of instruction, complexity, and strategies to engage and challenge students at their individualized learning level. It also provides teachers with the ability to work more efficiently to meet the needs of students with disabilities. Technology allows educators to pace lessons appropriately for each student, and it has the potential to both motivate and empower students by allowing them to work more independently. The district will continue to integrate appropriate resources that enhance instructional rigor, while also providing built-in scaffolding to differentiate and personalize learning experiences.
    Additionally, the district receives support from an Assistive Technology Specialist from Monroe 2-Orleans BOCES who conducts individual student assessments to determine any specific needs. Recommendations for devices, speech-to-text and text-to-speech software, visual modifications, and other communication tools are implemented in the classroom to support students.

    With this Instructional Technology Plan, the district has also revamped its professional learning goals to ensure that all general classroom, special education, ELL, and support-area teachers will regularly receive instruction on best practices to support the varying needs of all students. The use of an Instructional Technology Specialist will further provide assistance with planning tech-based, differentiated, interactive lessons for students both with and without disabilities.

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

- ☑ Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through a class website or learning management system).
- ☑ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- ☑ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- ☑ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- ☑ Assistive technology is utilized.
- ☑ Technology is used to increase options for students to demonstrate knowledge and skill.
- ☑ Learning games and other interactive software are used to supplement instruction.
- ☐ Other (please identify in Question 4a, below)

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

| | |
|---|---|
| ☑ Technology to support writers in the elementary classroom | ☑ Using technology as a way for students with disabilities to demonstrate their knowledge and skills |
| ☑ Technology to support writers in the secondary classroom | ☑ Multiple ways of assessing student learning through technology |
| ☑ Research, writing and technology in a digital world | ☑ Electronic communication and collaboration |
| ☑ Enhancing children's vocabulary development with technology | ☑ Promotion of model digital citizenship and responsibility |
| ☐ Reading strategies through technology for students with disabilities | ☑ Integrating technology and curriculum across core content areas |
| ☑ Choosing assistive technology for instructional purposes in the special education classroom | ☑ Helping students with disabilities to connect with the world |
| ☑ Using technology to differentiate instruction in the special education classroom | ☐ 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)

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**6a.** **If 'Other' was selected in Question 6 above, please explain here.**

- Databases and ebooks are available to students in multiple languages.
- Online math diagnostics (i-Ready) are available in multiple languages.

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

Yes

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

In the 5 languages most commonly spoken in the district

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

(No Response)

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

- ☑ 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)

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

|  | Full-time Equivalent (FTE) |
|---|---|
| District Technology Leadership | 0.20 |
| Instructional Support | 1.00 |
| Technical Support | 2.00 |
| **Totals:** | **3.20** |

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 | 600,000 | Annual | ☑ BOCES Co-Ser purchase<br>☐ District Operating Budget<br>☐ District Public Bond<br>☐ E-Rate<br>☐ Grants<br>☐ Instructional Materials Aid<br>☐ Instructional Resources Aid<br>☑ Smart Schools Bond Act<br>☑ Other (please identify in next column, to the right)<br>☐ N/A | ARP Funds |
| 2 | Professional Development | N/A | 45,000 | Annual | ☑ BOCES Co-Ser purchase<br>☑ District Operating Budget<br>☐ District Public | ARP Funds |

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| | Anticipated Item or Service | "Other" Anticipated Item or Service | Estimated Cost | Is Cost One-time, Annual, or Both? | Potential Funding Source | "Other" Funding Source |
|---|---|---|---|---|---|---|
| | | | | | Bond<br>☐ E-Rate<br>☑ Grants<br>☐ Instructional Materials Aid<br>☐ Instructional Resources Aid<br>☐ Smart Schools Bond Act<br>☑ Other (please identify in next column, to the right)<br>☐ N/A | |
| 3 | Staffing | N/A | 760,000 | Annual | ☑ BOCES Co-Ser purchase<br>☑ District Operating Budget<br>☐ District Public Bond<br>☐ E-Rate<br>☐ Grants<br>☐ Instructional Materials Aid<br>☐ Instructional Resources Aid<br>☐ Smart Schools Bond Act<br>☐ Other (please identify in next column, to the right)<br>☐ N/A | N/A |
| 4 | Network and Infrastructure | N/A | 550,000 | Annual | ☑ BOCES Co-Ser purchase<br>☐ District Operating Budget<br>☐ District Public Bond<br>☑ E-Rate<br>☐ Grants<br>☐ Instructional Materials Aid | N/A |

VI. Administrative Management Plan

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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 <br> ☐ Smart Schools Bond Act <br> ☐ Other (please identify in next column, to the right) <br> ☐ N/A | |
| **Totals:** | | | **1,955,000** | | | |

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

   Not Applicable

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.holleycsd.org/TechnologyPlan.aspx

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

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

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

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

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

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