HORSEHEADS CSD

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?**

    William Giancoli

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?**

   Mission: Explore, Empower, Excel We *explore* through local and global opportunities, a culture of innovation, and individual learning paths. We *empower* each other by rising to challenges, celebrating success, and learning from failure. We *excel* as a result of our passion for learning, the quality of our character, and the strength of our relationships.

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

   Horseheads Central School District sets the standard of educational excellence by fostering innovative thinking, curiosity, and a passion for learning to maximize the potential of each individual. We engage with our local and global communities to provide a student-centered, nurturing environment.

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.**

   There are multiple layers of stakeholders in the Horseheads District; each having specific roles and responsibilities. These, in total, make up the planning entity that provides instructional and administrative guidance. There is not one central district committee on which all instructional technology planning falls. Rather, the following key groups have cross representation so that a voice can be heard, information shared, and planning aligned with instructional goals. Likewise, budgetary planning occurs on an annual basis with the assistance of the Central Administration, the Business Official, and building level administration. Key groups include:
   • Capital Campaign Committee, District 2030 planning
   • O.A.C.M. (Owners Architect Contractors and Managers)
   • Instructional Leaders Group
   • Administrative Council
   • LMS Search Committee
   • Central Office Admin Council
   The committees above have helped contribute to the direction of this Instructional Technology Plan with providing overall direction for the district and outlining specific goals and identifying needs to help support those goals.

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

   Many of the same stakeholders and committees remain intact from the previous three-year plan. This is critical as the district moves forward with their 2030 Capital Campaign initiative. As we are beginning phase 2 of the project and construction, the inclusion of IT and building a lasting digital infrastructure is a key element. Through phase 1 of this 2030 initiative the district was able to identify specific technology needs during construction and made changes to improve upon building IT infrastructure especially in our new HS Library and HS Cafeteria. New closets were built with the expanded data racks to give the district the ability to handle an increase of network devices, as well as provide expansion in the future. In addition, the renovations of classrooms within the HS included updated technology as far as Promethean Activpanels; more accessible data ports for cpus; and VOIP phones. The IT improvements that the district is experiencing from the capital construction makes the path clearer for some of the goals that the district did not meet. With the improvement to our IT infrastructure the district is now pursuing a 1 : 1 initiative that will be evident in this 2022-2025 state Educational Tech plan. A 1:1 initiative is a costly endeavor and the district is focusing time, energy, and money to make this initiative a sustainable realitiy within our budget.

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

   During the COVID Pandemic our district had to adapt to remote and hybrid learning in order to keep instruction going during the quarantine. Parents and Community stakeholders were invited during the summer of 2020 to help the district formulate a plan that would allow learning continue while students were not in school. These plans led to the district increasing the number of devices within the district to supply students, in need, a device to use at home. While working on remote learning, the district explored the use of an LMS (Learning Managment System) to deliver custom educational content to students while remote.

6. **Is your district currently fully 1:1?**

   No

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6a. **What are your plans to become a fully 1:1 District? (Covers all grades K-12 as applicable)**

The district's plan to become a 1:1 school district is to start with a few grades and expand over time. Starting with grades 9-12, the district will supply each student with a Dell Laptop Latitude 3310. During the second year the district will expand to grades 7th and 8th. The third year would incorporate the 5th and 6th grades but keep the devices within the school. As laptops age they will trickle down to the lower grades filling carts as needed.

6b. **When will the District become fully 1:1?**

School year 2024-2025

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.**

As a district, we always try to embed technology into all aspects of our work. The breakdown is below. Canvas, the LMS we are exploring,-we plan to provide professional learning to all staff to support the transition of learning a new learning management system. Staff will go through a three year learning plan to learn, apply and elevate the skills needed to fully implement a learning management system. 1:1-Staff and students will be provided with a series of courses to learn how to transition and support the 1:1 initiative. This plan will focus on digital safety, ISTE standards, and how to utilize technology as an instructional tool. Throughout the year, the professional learning team has built a plan to support all staff with learning that infuses technology into the curriculum. Staff are presented with instructional tools that make the curriculum come to life using technology. We not only provide sessions after school, but our two conference days provide many opportunities to explore these tools.

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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:**

    Significantly

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

    Significantly

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

    Significantly

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

    Significantly

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1. **Enter Goal 1 below:**

   Ensure that Instructional Technology continues to be one of the primary focuses in the district's 2030 capital campaign initiative. Phase 2 of the district's 2030 capital campaign construction will begin on 7/1/2022 expanding on the work of phase one at the high school and eventually transitioning to the three of the four elementary schools. These projects will include new classrooms, stages, and other educational spaces that will require the implementation of a technology infrastructure to support technology needs well into the future. Technology infrastructure and equipment include, but not limited to: new MDF and IDF locations with fiber runs; plenty of network drops and power in all the new and rennovated spaces; Wi-Fi coverage throughout the entire structure; Audio and Video set ups in each space for flexibility; and new interactive promethean panels in the instructional spaces. By July 1st 2025 the district is hoping to begin plans for Phase 3.

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

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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.**

Measuring and evaluating the district's 2030 initiative will be multi-faceted and will have a number of stakeholding groups that will be responsible for monitoring the progress. Bi-Weekly meetings are assigned to each rennovation/new construction with the contractors, architects, engineers, district facilities, and district IT are held to review the progress of the initiative and assign projects. In addition, a monthy meeting between the Owners, Contractors, Architects, and Managers, look at the overall project and determine any changes or adaptations to the original plans. Finally, meetings between Hunt Engineering and their technology engineers with district IT focuses on the progress of creating a technology infrastructure in new and renovated construction. Each meeting has district technology staff present and progress is documented. The following timeline are currently the benchmark set for Phase 2 work:

- HS Lockerrooms and Stadium complex begin fall of 2022 and July of 2022
- Big Flats Elementary begins April 2023 ends December 2024
- Gardner Road Elementary begins May 2023 ends August 2024
- Riger Road Elementary begins March of 2025 ends May of 2026
- High School Phase 2 begins June of 2025 ends November of 2026

Our User groups, made up of staff members who will be impacted by the changes, will have opportunities to see the progress of the 2030 initiative and provide feedback to the architects, owners and maintenance. This process has begun as of January 2022 and will continue throughout the project timeline mentioned above. When the final renovations are done formative assesment by the staff and district admins will be accepted and corrected if necessary. By the end of June 2025 the district is anticipating that 60% of Phase 2 completed, and the final 40% moving towards completion. Two of our previous elementary schools will be updated with new classrooms and updated technology, including 100% wifi coverage, 100% touch panels in the classrooms, and space dedicated for mobile laptop carts.

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	Planning	Technology department will continue to have a presence and voice at all planning and capital campaign meetings.	Director of Technology	LAN Technician	03/31/2025	NA
Action Step 2	Collaboration	The Technology department will collaborate with the district's director of facilities; Welliver Build Managers; Hunt Engineering; and other tech vendors to plan and procure the correct equipment for each renovation or additional construction.	Director of Technology	Hunt Engineering	03/31/2025	NA

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 3	Purchasing	The Technology department will work with construction teams, vendors, and GST BOCES, to procure the correct equipment for any expansion and renovation within the district.	Director of Technology	Vendors and Various resources	03/31/2025	NA
Action Step 4	N/A	NA	N/A	NA	06/07/2022	NA

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 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:**

Creating and sustaining a 1 to 1 environment across the district. During the pandemic the district realized that their current fleet of student use devices could not fully equate the demand for these laptops and ipads. A further observation was the equibility of computing devices between students. Despite many families stating they had a device for their studnet to use, some households had updated and capable hardware for their students to use, whereas other families may have had older or non-efficeint devices that their students struggled with. These concers had the district revisit the idea of going "1 to 1" or providing a computing device to all students within the district. This is a goal that will be initiated in phases and will require a multiyear plan of budget considerations with the district's hardware replacement cycle.

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	☐ 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.**

To measure our progress and success of our "1 to 1" initiative, we will be using various amount of tools including our inventory system; leveraging the Absolute software installed on all devices; feedback from faculty and students; Community feedback; analytics from our Learning Management System; informal feedback from various departments impacted by the initiative. District Timeline for 1:1:

• Grades 9 - 12 - begin 9-1-2022
• Grades 7 - 8 - begin 9 -1-2023
• Grades 5 -6 -begins 9-1-2024
• PK-4 starting 9-1-2025

Utilizing our inventory system and our library Follette Resource Managment System, the district will be able to make sure that we have the appropriate amount of devices per our student population, but also a 10% overage to cover damaged or malfunctioning devices. These systems also allow the district to plan replacement cycles of the devices and budget appropriately years in advanvce. In addition, using software such as Absolute, can give us information about the use of individual devices as well as the device's whereabouts. These systems provide analytics and data that can help us determine the success and progress of our managment of a large number of mobile devices. Our district has multiple forums that allow faculty, students, and community members to voice their concerns and provide feedback to the district. These forums include student council; the district's teacher association; and the district's Parent Council hosted by our Superintendent once a month. These groups will provide a voice to these populations and allow the district to identify successes, as well as areas of improvement within our "1 to 1" initiative. In addition, the district utilizes a Professional Development team that meets with curriculum chairs on a monthly basis. Within these meetings, time will be spent guaging how a device in each student's hand can impact the learning environment and how the curriculum can expand their use of resources. These meetings in particular will be beneficial to understand how the district employs such tools and how they can benefit the instruction. Budgetary meetings with the district's business office and Assistant Superintendent of Business, the district is preparing a plan to have a sustainable budget in the years to come. The focus is to plan a replacement cycle of student 1 to 1 devices, so that the district does not feel a financial strain in any one particular year. These meetings are currently on going and are planning as far out as six or seven year in the future.

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	Planning	Multiple committees and groups will meet to discuss the possibilities, logistics, and phases of the district supporting a 1 to 1 program.	Director of Technology	District Administration	09/01/2024	NA
Action Step 2	Budgeting	Business Officials and Technology Department have created a plan to incorporate start up costs, and long-term plans to sustain a replacement cycle of equipment.	Business Official	Director of Technology	09/04/2022	NA

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 3	Communications	District Administration, Professional Development team, Public Relations, and Tech Department will create a plan to communicate with staff, students, and families explaining the 1 to 1 program, its' timeline and processes.	Other (please identify in Column 5)	District Administration.	08/12/2022	NA
Action Step 4	Implementation	The district will devise a plan to rollout the 1 to 1 devices starting in September 2022 for grades 9 -12	Director of Technology	High School Administration	08/01/2022	NA

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	Professional Development	The district's professional development team consisting of Instructional support specialist and curriculum coordinators will be focusing trainings to help district educators to manage classrooms where all students have access to a computing device.	Instructional/PD Coach	Curriculum Leaders	09/01/2022	NA
Action Step 6	Purchasing	Utilizing state and federal grants the district is planning on making rounds of purchasing of student devices. Also	Director of Technology	Business officials	07/01/2022	$400,000/ Ongoing

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		purchasing necessary accessories such as mobile charging carts and extra power cords.				
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:**

Determine a Learning Managment System that fits our needs and supports our 1 to 1 initaitive. The district feels to successfully implement a large initiative such as 1 to 1 it is important to have a common application and interface that all students, staff, and families can have access to. Incorporating an LMS into our district will give teachers a single platform to share lessons, resources, and communicate with home.

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.**

The assesment and measuring of this goal began with our LMS committee that was formed in the fall of 2021. The committee consisted of a core group of stakeholders that included: teachers from multiple disciplines and grade levels; administrators from all grade levels; specialists; technology department; instructional support; and curriculum leaders. This core group help sift through the number of available Learning Managment Systems, and narrow down the choices to three. From the three LMS choices, the core committee was expanded to include more stakeholders, that included teachers, administratiors, and instructional support specialists. This committee met through the end of 2021 and into the beginning of 2022. The core group selected Canvas as the LMS the district would move forward with. The Summer of 2022 will be spent implementing Canvas LMS into the district. Including training for the whole staff. Multiple trainings will be held for the group of committee members and expand further to more instructional staff. In addition, the district will be planning an extensive correspondence with the community during the spring and summer months to educate families about the new LMS. The district will utilize monthly newsletters to families as well as sharing helpful documentation and tutorials from the vendor on the district's website to help educate the Horseheads Central Schools' families. Starting in September of 2022 the district expecting 100% of the staff to be utilizing our new LMS at a limited capacity as far as the daily agenda and notification system. Come September of 2023 the district is anticipating instructional staff to be utilizing the LMS to create plans through the LMS and utilize the gradebook. Starting September of 2022 the new LMS will be integrated within the district. The district will continue to offer more professional development and community support as our educators and students continue to adapt to the new system. Through curriculum chair meetings, administrative councils, and community feedback, the district will continue to guage the success of the Canvas LMS within the district. In addition, the district plans on utilizing the analytics from Canvas to help understand how, when, and where this powerful tool is being used.

6. **List the action steps that correspond to Goal #3 from your answer to Question 1, above. All cells in the table must**

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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	Planning	The district formed a specific committee with a number of stakeholders including: Teachers; administrators; technology specialists; instructional support specialists; and curriculum coordinators.	Curriculum and Instruction Leader	Director of Technology	06/01/2023	NA
Action Step 2	Communications	The committee formed to review and select the Learning Managment System provided detailed information regarding their decision and review process. The communication regarding the new LMS will be an ongoing scenario and utilize the talents of our Professional development; public relations; and technology departments.	Curriculum and Instruction Leader	Director of Technology	06/01/2024	NA
Action Step 3	Implementation	Starting with extensive training through the Spring and Summer of 2022, the district will hold many training opportunities and work shops for their staff. During the summer of 2022 the district will provide ample amounts of information for families in the Horseheads School District.	Curriculum and Instruction Leader	Public Relations	06/01/2024	NA

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 4	Purchasing	The district will create a cross-contract with a BOCES RIC (Erie1) so that they can take advantage of the support and coser pricing.	Director of Technology	Business Office	07/05/2022	$60,000

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 Response)	(No Response)

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.**

    The Horseheads School District is committed to providing a strong academic experience for their students, so that they can meet the challenges of life outside of the district. With the 1 to 1 initiative providing devices to each student in the district, the expectation is that this will create a new "norm" for our educational environments, and enhance the instruction within the courses. In addition, the implementation of Canvas LMS to connect all students and staff will allow for unique learning experience that are more inline with the current state of the world we live in today. Teachers will be able to communicate with students in class and remotely, if necessary, as well as students communicating with one another on a group project from the comfort of their home. Teachers will be able to connect with all students and collect data on student performance almost instantaneously. Teacher will not have to rely on one or two students raising their hand in class, but can get thoughtful insights from other students through a virtual environment such as a class chat in Canvas LMS. Students will have the ability to see feedback from teachers and have access to past assignments through a few clicks of a mouse, allowing for true growth and learning opportunities.

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.**

    Horseheads being a "rural" district does have a small portion of students who do not have access to broadband internet. Horseheads also does have socioeconomic concerns that limit families access to not only broadband, but adequate devices as well. The district has begun addressing these concerns by starting a 1 to 1 device initiative. Over the next few years, the goal is to provide each student with a device, so that they can gain experience with computing devices, but also be able to continue their school work outside of school. During the pandemic, and remote learning, we were able to provide AT&T HotSpots to families who needed access to the internet at home. The district is looking to continue this practice as we move forward. The district has also invested in Bus Wifi for many of the district's buses. This will allow students to stay connected to the school network while they have a long commute home, or taking a bus on a sports or club activity. Finally the district is boosting their wifi signal out fo the physical school buildings and covering the large parking lots of our schools. This will provide families a chance to access the school's network by parking in a nearby school's parking lot.

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

    Instructional technology, as well as assistive technology devices and services, is used with students with disabilities to ensure access to and participation in the general education curriculum as well as to support differentiation. We use various software, such as Nearpod and See-Saw, to support differentiation and access to the general education content. This also ensures student confidence and success as they are getting individualized materials at their level without the worry of judgment from peers. Ease of access tools such as speech to text are used to support written expression. Many students across the district also struggle with verbal speech to support communication. In this instance, they have technology with voiced output for communication.

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)

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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	☑ 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)

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.**

   No

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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	3.00
Technical Support	5.00
Totals:	**9.00**

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	Accessories	300,000	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	NA
2	Instructional and Administrative Software	NA	50,000	Both	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate	NA

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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
					☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Network and Infrastructure	Licensing	2,400,000	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	NA
4	Staffing	NA	700,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources	NA

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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
					Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
Totals:			**3,450,000**			

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

   Yes

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

   2018-2021 Instructional Technology Plan - Annually - 2018 - Annually - 2018 - HORSEHEADS CSD (horseheadsdistrict.com)

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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	William Giancoli	Director of Technology	wgiancoli@horseheadsdistrict.com	☐ 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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