

**2018-2021 Instructional Technology Plan - Annually - 2018**

I. District LEA Information

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**Section I - District LEA Information**

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

Gregg Moyer

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

Director of Technology

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email [edtech@nysed.gov](mailto:edtech@nysed.gov).

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II. Strategic Technology Planning

**Section II - Strategic Technology Planning**

**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. Instructional technology will be viewed as a fundamental tool to support the growth of each student on their learning path. These tools will be equitable and sustained. They will be tied to planning regarding current and future capital projects and the District 2030 "Building Our Future Now" initiative dedicated to improving our educational program and physical infrastructure.

**3. List three goals that will drive the attainment of the vision.**

	List Goals
Goal 1	Ensure all instructional technology decisions are in support of three key district initiatives: District 2030 Planning Committee, District 2030 Sub Committee, and District Strategic Team Committees. Four Strategic teams or groups will guide future planning: PLC groups (Staff Development), CAC group (Curriculum), Safety & Wellness group, and Community integration group. Technology representation is critical at all planning levels. Multi-year Curriculum writing and ongoing supporting staff development will be established.
Goal 2	Long term approach to budget to ensure equity of access and sustainability of program. The last ten years have seen wide fluctuations with regard to funding for replacement technology and new technology. This was due to the downturn in the economy and funding changes at the state level. Sporadic increases in budget from temporary sources during this period provided some additional budget but were not sustained. The last two years have seen a planned and sustained approach to gradually increasing the technology budget. The goal is to bring funding back to pre-downturn years. A annual request to modestly increase the technology budget each of the next three years will provide increased, stable, long term funding options.
Goal 3	Continue to provide a high level of technical and instructional support to staff and students. The complexity and level of support needed to properly conduct normal operations is increasing. Operationally, this includes managing a more complex and mixed environment of instructional devices and the network to run them. The district has embarked on multi-year district-wide capital projects that will create a robust network to support larger numbers of devices. Increased technical support is needed to satisfy the changes brought about by the capital project work. This can include wireless coverage, new phone system, management of safety, power, ventilation and heating systems, PA systems etc. Access to the Internet in previously unavailable locations such as school buses, hallways, athletic fields, and cafe's extend support needs.  Instructional technology support is essential to help teachers with daily activities related to software integration, more effective mobile device management, classroom management, and secure and safe student electronic resources. Additionally, changes from the state level regarding online assessments require environment-relevant practice on a large scale.

**4. Do you want to list a fourth goal that will drive attainment of the vision?**

No

**5. Do you want to list a fifth goal that will drive attainment of the vision?**

No

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**6. 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.

District 2030 IT initiative - a central planning committee composed of Central Office, Horseheads Teacher's Association, Board of Education, Administration, and outside Facilitator developed the process to follow and district groups. The group comprised approximately twelve people.

One such core group created, called the 2030 Committee, was charged with developing the District's "Vision" and "Value Statements". This group was made up of a larger and more varied pool of members, approximately forty. They included some members from the overall District 2030 group plus additional members including parents, community members, additional teachers and teaching assistants, and students. This group has completed their assigned task.

Additionally, four Strategic Teams have been devised to carry on the remainder of the planning work that will guide the instructional actions and activities over the next several years. They are "PLC" Project Learning Committee, "CAC" Curriculum Advisory Committee, Safety and Wellness Committee, and Community Relations Committee. The first two, PLC and CAC, are formed and actively engaged. The latter two will be created in the future. It is through participation in these groups that technology integration will be solidified. There is a purposeful intent to not create a separate committee just for technology integration. If more detail and planning are required to fulfill needed technology planning decisions, there will be a subcommittee of these groups formed. Representation from these Strategic Teams will be key to ensure that comprehensive "big picture" planning is maintained. Part of their planning will include review of all technology benchmarks to include ISTE standards, digital citizenship practices, and data security practices that complement the district's new curriculum goals. Movement towards a 1:1 technology ratio and standards with regard software tools used at all grade levels will be key to the conversation.

There are other groups that influence decision-making along the way. They meet regularly and include participants from the Strategic Teams. These include Administrative Counsel, Instructional Leadership Committee, District Department Chair groups, technology instructional and technical support.

Infrastructure upgrade planning is also tied to our instructional goals. The District has embarked on a multi-year capital project process to upgrade all buildings relative to technology needs, instructional needs, and general operational needs. This timeline will be spread over the next five to ten years depending on need and voter approval. All capital improvements are discussed with instructional teams to ensure planning is aligned with current and future teaching needs and practices. These physical planning group discussions are facilitated by Hunt Engineering and Welliver Construction.

Again, instructional and operational technology support representation is included in all discussions. This builds on previous infrastructure needs that were incorporated in the District's Smart Schools Investment Plan School Connectivity proposal.

Financial reviews of purchasing practices, exploration of savings tactics, aid maximization, and support services are regularly reviewed with the District Business Office by the Director of Technology. Key initiatives are then reviewed at multiple layers including Central Office staff and building administrator staff.

**7. Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision.**

Professional development will coincide with and support Curriculum work in Phase 1 (2018-19), Phase 2 (2019-20), and Phase 3 (2020-21).

Technology needs will be assessed and be included as part of the curriculum development process. Increasing and targeting staff development opportunities with a focus that supports new curriculum development will include considerations for sustainability, technical support efficiencies, access maximization, and ease of ability to share technology regarding data and presentation of data. This will include a review of existing equipment and proposed new technology including ways to better collaborate, present data, and maintain data integrity.

The district will use multiple delivery forms of staff development that include: District in-service, Model Schools in-service, faculty meeting presentations, open lab forums, conference attendance, department chair meetings, and distribution of topics and issues via electronic media. This distribution will include email, electronic flyers, District Intranet posting, and sharing of regional professional services. The goal is to provide multiple means of learning opportunities.

There are many important topics relative to current and future instructional technology that will be identified and intentionally shared. These include but are not limited to: student data security, digital citizenship and the significance of digital footprints, meaningful student performance assessment data, classroom management styles, and 1:1 type initiatives.

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**8. How will the instructional technology goals be measured and evaluated during and after implementation? Be sure to include any tools or metrics that are part of this evaluation process.**

There are several tools the District will employ to help measure the effectiveness instructional technology implementation. BrightBytes is a tool purchased through GST BOCES which enables the district to readily gather information. The tool is self contained and its structure is based upon the expertise of instructional leaders in the education field. This is helpful as the data obtained is already structured. In addition, the district uses both SurveyMonkey and Office 365 Forms to develop custom surveys that can be fine tuned with specific unique questions. Such tools were recently used as part of our research to evaluate future interactive panels. The evaluation included twelve criteria items specific to instructional classroom use. Anecdotal data is collected during curriculum planning meetings as well as all District and Model Schools in-services including questions of effectiveness.

Technology initiatives are reviewed with each Principal during annual budgetary reviews to ensure we are on track with regard to supporting those initiatives. Replacement of aging technology and adding new technology are reviewed relative to staff technology proposals and usage statistics. Specifically, usage data can be provided to Administration to assist with distribution decisions and to know that, at a minimum, investments are correlated to hands on use. Usage data can be analyzed for regular instruction throughout the year and specific online instruction relative to learning progress tool use like AIMSweb (three times per year) and state mandated CBT field test assessments for ELA and Math (spring).

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III. Action Plan - Goal 1

**Section III - Action Plan**

**Overview:** This section requires specific action steps that will be taken in order to achieve each of the goals presented in Section II of the plan. Each goal will have its own page in the plan. For this page, copy Goal #1, which you listed in Section II, Question 3, and respond to all questions below.

**1. Goal #1**

Ensure all instructional technology decisions are in support of three key district initiatives: District 2030 Planning Committee, District 2030 Sub Committee, and District Strategic Team Committees. Four Strategic teams or groups will guide future planning: PLC groups (Staff Development), CAC group (Curriculum), Safety & Wellness group, and Community integration group. Technology representation is critical at all planning levels. Multi-year Curriculum writing and ongoing supporting staff development will be established.

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

5. 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
- Pre-K-2
- Grades 3-5/6
- Middle School
- High School
- Students with Disabilities
- ELL/MLLs
- Migrant students
- Homeless students
- Economically disadvantaged students
- Students between the ages of 18-21
- Students who are targeted for dropout prevention or credit recovery programs
- Other (please identify in Question 3a, below)

**4. List the action steps that correspond to Goal #1 from your answer to Question 1, above.**

Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Promote attendance at all regional Model Schools in-services relevant to curriculum development and supporting instructional technology.	Curriculum and Instruction Leader	N/A	June (06)	2019	12500
Action Step 2	The District promotes and encourages the attendance of sponsored in-services.	Curriculum	N/A	June	2019	182909

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III. Action Plan - Goal 1

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	Professional Development	The budget encompasses all types of in-service including those that are instructional technology related.	Instructional Leader		(06)		
Action Step 3	Professional Development	In-service and training are offered at different times; sometimes during the day and sometimes after regular school hours. Curriculum development requires a significant commitment of time and resources. Online learning tools require time to learn and implement. Textbook adoptions are now providing a valuable online capability for access to their resources. A substantial substitute budget will be provided to permit attendance.	Curriculum and Instruction Leader	N/A	June (06)	2019	886198
Action Step 4	Professional Development	Staff Development budget is provided for professional learning off-site. These include National and regional events. Most are attended by a mixture and administration and teachers. The conferences are selected based upon the relationship to the current curriculum work. This includes Instructional technology components.	Curriculum and Instruction Leader	N/A	June (06)	2019	70505

5. 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.

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III. Action Plan - Goal 1

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	Professional Development	The expectation is the budget commitment will be repeated for Models Schools, In-Service, Teacher Substitutes, and Staff Development for Phase 2 and Phase 3 years 2019-20 and 2020-21.	Curriculum and Instruction Leader	N/A	June (06)	2021	1139612
Action Step 6	(No Response)	(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)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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III. Action Plan - Goal 2

**Section III - Action Plan**

Copy Goal #2, which you listed in Section II, Question 3, and respond to all questions below.

**1. Goal #2**

Long term approach to budget to ensure equity of access and sustainability of program.  
 The last ten years have seen wide fluctuations with regard to funding for replacement technology and new technology. This was due to the downturn in the economy and funding changes at the state level. Sporadic increases in budget from temporary sources during this period provided some additional budget but were not sustained. The last two years have seen a planned and sustained approach to gradually increasing the technology budget. The goal is to bring funding back to pre-downturn years. A annual request to modestly increase the technology budget each of the next three years will provide increased, stable, long term funding options.

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

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

**3. Target Student Population(s)**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> All students    | <input type="checkbox"/> Migrant students   |
| <input type="checkbox"/> Pre-K-2                    | <input type="checkbox"/> Homeless students  |
| <input type="checkbox"/> Grades 3-5/6               | <input type="checkbox"/> Economically disadvantaged students  |
| <input type="checkbox"/> Middle School              | <input type="checkbox"/> Students between the ages of 18-21   |
| <input type="checkbox"/> High School                | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Other (please identify in Question 3a, below)                                |
| <input type="checkbox"/> ELL/MLLs                   |   |

**4. List the action steps that correspond to Goal #2 from your answer to Question 1, above.**

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Budgeting	Request increase in annual technology budget over next three years by \$50,000 per year.	Director of Technology	N/A	June (06)	2019	50000
Action Step 2	Budgeting	Review replacement needs annually. This is the current total technology budget. Begin reducing reliance on traditional desktop and older non-mobile technology.	Director of Technology	N/A	June (06)	2019	350333



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III. Action Plan - Goal 2

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
			ogy				
Action Step 3	Budgeting	Increase investment in mobile technology. Each mobile cart fully outfitted is currently \$21,500.	Director of Technology	N/A	June (06)	2020	21500
Action Step 4	Budgeting	Analyze funding requirements for 1:1 scenarios to support curriculum needs. Costs range from \$80,000 to \$195,000 per grade per five years. This cost can be impacted by reducing or ending the replacement of some traditional technology and redeployment of the current fleet of mobile lab technology.	Director of Technology	N/A	June (06)	2020	195000

5. 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 - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	Budgeting	Increase investment in visual display/collaboration technology. This	Director	N/A	June	2019	262350

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III. Action Plan - Goal 2

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	ng	would be accomplished through ongoing capital projects to coincide with classroom renovations. The first fifty unit's cost estimate is based on the Promethean AP6-75A-4K. There are approximately 300 locations total.	of Technology		(06)		
Action Step 6	Budgeting	Annually review building budget, new needs, and issues impacting budget with each Principal, three times per year (November, January/February, and May/June). Incorporate needs identified by CAC Strategic Curriculum committee and sub-committee work. Costs reflected above.	Director of Technology	N/A	June (06)	2021	0
Action Step 7	Budgeting	Ensure maximum "aidability" for all funding provided.	Director of Technology	N/A	June (06)	2018	0
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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III. Action Plan - Goal 3

**Section III - Action Plan**

Copy Goal # 3, which you listed in Section II, Question 3, and respond to all questions below.

**1. Goal #3**

Continue to provide a high level of technical and instructional support to staff and students. The complexity and level of support needed to properly conduct normal operations is increasing. Operationally, this includes managing a more complex and mixed environment of instructional devices and the network to run them. The district has embarked on multi-year district-wide capital projects that will create a robust network to support larger numbers of devices. Increased technical support is needed to satisfy the changes brought about by the capital project work. This can include wireless coverage, new phone system, management of safety, power, ventilation and heating systems, transportation systems, PA systems, etc. Access to the Internet in previously unavailable locations such as school buses, hallways, athletic fields, and cafe's extend support needs. Instructional technology support is essential to help teachers with daily activities related to software integration, more effective mobile device management, classroom management, and secure and safe student electronic resources. Additionally, changes from the state level regarding online assessments require environment-relevant practice on a large scale.

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

2. Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning

**3. Target Student Population(s)**

- All students
- Pre-K-2
- Grades 3-5/6
- Middle School
- High School
- Students with Disabilities
- ELL/MLLs
- Migrant students
- Homeless students
- Economically disadvantaged students
- Students between the ages of 18-21
- Students who are targeted for dropout prevention or credit recovery programs
- Other (please identify in Question 3a, below)

**4. List the action steps that correspond to Goal #3 from your answer to Question 1, above.**

Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 1	Staffing Evaluate annually, staffing needs for technical, operational support to carry out desired activities. For 2018-2019, the District has added a .4 FTE technician to enhance support. This is done thru a BOCES service and encompasses support of all buildings and departments.	Director of Technology	N/A	June (06)	2019	32000

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III. Action Plan - Goal 3

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 2	Other (please identify in Column 2, Description)	Form student support opportunities. This can include but not be limited to AV/technical assistance for meetings and events. This would be geared towards high school age students. Cost is \$0 as this is assumed to be volunteer. If there is a paying option, that could be explored.	Director of Technology	N/A	June (06)	2019	0
Action Step 3	Staffing	Review annual needs for District instructional technology support and increase. There is currently 1.9 FTE. There is a relationship of classroom support to the timing of 1:1, hybrid 1:1, or other initiatives that would significantly scale upward student available technology. Increase of five days per week support.	Director of Technology	N/A	June (06)	2020	80000
Action Step 4	Other (please identify in Column 2, Description)	Develop procedures to involve students in classroom management of technology. This is particularly true of clustered student devices such as mobile carts that support 1:1 or hybrid 1:1 environments.	Director of Technology	N/A	June (06)	2020	0

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III. Action Plan - Goal 3

5. 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 - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 5	Staffing	Annually evaluate staffing needs for technical, operational support to carry out desired activities. For 2020-2021 school year, increase the 5th technical support position to full time.	Director of Technology	N/A	June (06)	2021	46000
Action Step 6	Staffing	Evaluate needs based on experience with level of support for daily activities. This includes increased support needs as a result of capital construction, online testing, and increased device volume. Add one additional FTE.	Director of Technology	N/A	June (06)	2021	80000
Action Step 7	(No Response)	(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)	(No Response)

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## IV. NYSED Initiatives Alignment

**Section IV - NYSED Initiatives Alignment**

1. **Explain how the district use of instructional technology will serve as a part of comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students.**

It is anticipated the newly developed curriculum will be more relevant, more rigorous, more challenging, and will require a higher level of instructional technology knowledge and participation. Instructional technology benchmarks will be modified to better support the new curriculum as well as align with newer outside standards such as the 2016 ISTE Standards.

Instructional technology will leverage improvements in the underlying district infrastructure. Infrastructure improvements are vital to provide access that will be needed to run the tools that support greater and deeper learning, and ultimately, reflect measurable increased learning. Infrastructure improvement began with our Smart Schools Investment Plan which was specific to the High School. Infrastructure upgrades have been made at the Middle School and Intermediate School through capital projects. Infrastructure improvements through capital projects are required in the remaining Elementary Schools and Transportation.

The District supports online assessments to obtain student progress measurements through AIMSweb. The District has also participated in NYS CBT field testing and anticipates further participation. The understanding is state related K-8 assessments in ELA and Math will be totally online by the school year 2020. The District is poised to sustain the access necessary to meet these testing requirements at any point in the school year.

In an effort to explore more flexible opportunities for students to have access to online resources, the District will be outfitting school buses with Wi-Fi access for some of the bus runs currently happening. This service can be expanded to a greater number of buses in the fleet over the next five years. Currently, a solution is provided to the bus providers to the District to have the new buses Wi-Fi outfitted initially rather than be retrofitted later.

As the purpose and use changes for traditional classrooms and computer labs to different "concept" rooms such as innovation rooms and makerspace rooms, alternative technology will also be explored. Wireless infrastructure improvements will be the foundation to new electronic access needs.

Newer learning scenarios such as collaboration centers and hands-on stations will be explored and will be supported with technology. Some technology exists today, but in reality, the options will be frequently changing. Our responsibility will be to look at options that we believe promote the greatest level of learning.

2. **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 curriculum. Describe how instruction is differentiated using technology to support the individualized learning needs of this student group.**

Technology can prepare teachers to address students' needs in an almost limitless number of ways; through content learning activities that are student focused and students can be grouped based on skill and readiness levels. This allows the learner many opportunities to demonstrate their abilities.

Students with disabilities need to take the curriculum at a slower pace, for example, allowing them to keep step through reading the text while listening to an audio recording via head phones or using other devices like iPads or laptop computers. The potential for these devices to provide immediate feedback, a visual or other supports for review and remediation or after the initial instruction only enhances student success.

Classrooms that are boosted by technology provide support and structure to students who need scaffolding and a specific learning environment such as ones that are task-centered or predictable. Learners are all challenged at appropriate levels at the same time and students are more likely to be engaged and less likely to have inappropriate behaviors. Teachers act more as facilitators which allows for additional individual attention to students who need the extra support.

Together, differentiation and technology allow teachers to concentrate on the essential skills of the learner for each content area while permitting individual differences of the students. With this they can incorporate assessments into instruction and provide students with numerous opportunities for learning.

3. **How does the district utilize technology to address the needs of Students with Disabilities to ensure equitable access to instruction, materials, and assessments? Check all that apply.**

- 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.
- 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 3a, below)

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IV. NYSED Initiatives Alignment

4. 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 their student language and content learning with the use of technology. Check all that apply.

- |   |   |
|---|---|
| <input type="checkbox"/> Technology to support writers in the elementary classroom  | <input checked="" type="checkbox"/> Using technology to increase options for students with disabilities to demonstrate their knowledge and skills |
| <input type="checkbox"/> Technology to support writers in the secondary classroom   | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology  |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital world   | <input checked="" type="checkbox"/> Electronic communication and collaboration  |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology                                 | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility   |
| <input type="checkbox"/> Reading strategies through technology for students with disabilities                                   | <input type="checkbox"/> Integrating technology and curriculum across core content areas  |
| <input checked="" type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input checked="" type="checkbox"/> Helping students with disabilities to connect with the world  |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the special education classroom            | <input type="checkbox"/> Other (please identify in Question 4a, below)  |

5. How does the district utilize technology to address the needs of English Language Learners/Multilingual Learners to ensure equitable access to instruction, materials, and assessments? Check all that apply.

- 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/MLL 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 5a, below)

6. The district's instructional technology plan addresses the needs of English Language Learners/Multilingual learners to ensure equitable access to instruction, materials, and assessments in multiple languages.

Yes

6a. If Yes, check one.

Other (please explain in Question 6b, below)

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

We currently provide technology resources for instruction such as iPads and apps. This technology supports the resources referenced in question 5. We have a very small ELL population.

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## IV. NYSED Initiatives Alignment

7. **Please select the professional development that will be offered to teachers of English language learners/multilingual learners that will enable them to differentiate learning and to increase their student language and content learning with the use of technology. Check all that apply.**

- |  |  |
|--|--|
| <input type="checkbox"/> Technology to support writers in the elementary classroom               | <input type="checkbox"/> Multiple ways of assessing student learning through technology  |
| <input type="checkbox"/> Technology to support writers in the Secondary classroom                | <input type="checkbox"/> Electronic communication and collaboration                      |
| <input type="checkbox"/> Research, writing and technology in a digital word                      | <input type="checkbox"/> Promotion and model digital citizenship and responsibility      |
| <input type="checkbox"/> Writing and technology workshop for teachers                            | <input type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Enhancing Children's Vocabulary Development with technology  | <input type="checkbox"/> Web authoring tools   |
| <input type="checkbox"/> Writer's workshop in the Bilingual classroom                            | <input type="checkbox"/> Helping students connect with the world                         |
| <input checked="" type="checkbox"/> Reading strategies for English Language Learners             | <input checked="" type="checkbox"/> The interactive whiteboard and language learning     |
| <input type="checkbox"/> Moving from learning letters to learning to read                        | <input type="checkbox"/> Use camera for documentation                                    |
| <input type="checkbox"/> The power of technology to support language acquisition                 | <input type="checkbox"/> Other (please identify in Question 7a, below)                   |
| <input type="checkbox"/> Using technology to differentiate instruction in the language classroom |  |

8. **How does the district use instructional technology to facilitate culturally-responsive instruction and learning environments?**

- 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.
- The district does not use instructional technology to facilitate culturally responsive instruction.
- Other (please identify in Question 8a, below)

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email [edtech@nysed.gov](mailto:edtech@nysed.gov).



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V. Administrative Management Plan

**Section V - Administrative Management Plan**

**1. Staff Plan**

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional support	1.90
Technical Support	4.40
<b>Totals:</b>	<b>7.30</b>

**2. Investment Plan**

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
1	Network and Infrastructure	N/A	5,220,362	One-Time	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input checked="" type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	End User Computing Devices	N/A	390,243	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools	State Aid

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	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
					<input type="checkbox"/> Bond Act <input checked="" type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Professional Development	N/A	1	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input checked="" type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	State Aid
4	Peripheral Devices	N/A	193,653	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
<b>Totals:</b>			<b>5,804,259</b>			

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V. Administrative Management Plan

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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. Please indicate whether or not the district has a public website.

The district has a public website.

- 4a. Provide the URL of the district's public website.

www.horseheadsdistrict.com

5. Please indicate whether or not the district has assigned a specific person with responsibility for Information Security.

Yes

- 5a.

If 'Yes' was selected in Question 5 above, please identify the responsible person's title.

Technology Director

6. Please indicate whether or not the district has assigned a specific person with responsibility for Information Privacy.

Yes

- 6a. If 'Yes' was selected in Question 6 above, please identify the responsible person's title.

Human Resources Director

7. Has a district-wide information security and/or privacy audit ever been performed in the district?

Yes

- 7a. If 'Yes' was selected in Question 7 above, please identify how often a security and/or privacy audit has been performed?

Yearly

- 7b. If 'Yes' was selected in Question 7 above, please indicate whether the audit(s) was/were performed by an independent 3rd party contractor.

Yes - all audits were performed by a 3rd party contractor

8. Does the school district provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms?

Yes

9. Does the school district provide for educating minors about cyberbullying awareness and response?

Yes

10. Does the district have an Internet Safety Policy?

Yes, and I will provide the URL to the policy.

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V. Administrative Management Plan

10b. Please provide the URL to the district’s Internet Safety Policy.

Multiple policies:

- <http://boe.horseheadsdistrict.com/Board%20Policy%20Documents/4000%20-%20Instructional%20Goals/4526%20-%20Network%20and%20Internet%20Acceptable%20Use.pdf>
- <http://boe.horseheadsdistrict.com/Board%20Policy%20Documents/4000%20-%20Instructional%20Goals/4526%202-R%20-%20-%20Email%20Acceptable%20Use%20Regulation%20for%20students.pdf>
- <http://boe.horseheadsdistrict.com/Board%20Policy%20Documents/4000%20-%20Instructional%20Goals/4526.1%20-%20Email%20Acceptable%20Use%20Policy.pdf>
- <http://boe.horseheadsdistrict.com/Board%20Policy%20Documents/4000%20-%20Instructional%20Goals/4526.1-R%20-%20-%20Email%20Acceptable%20Use%20Regulation.pdf>
- <http://boe.horseheadsdistrict.com/Board%20Policy%20Documents/4000%20-%20Instructional%20Goals/4526.2%20-%20Email%20Acceptable%20Use%20For%20students.pdf>
- <http://boe.horseheadsdistrict.com/Board%20Policy%20Documents/4000%20-%20Instructional%20Goals/4526-R%20-%20Network%20and%20Internet%20Acceptable%20Use%20Regulation.pdf>

11. Does the district have a Cyberbullying Policy?

Yes, and I will provide the URL to the policy.

11b. Please provide the URL to the district’s Cyberbullying Policy.

Multiple policies:

- <http://boe.horseheadsdistrict.com/Board%20Policy%20Documents/0000%20-%20Goals%20and%20Objectives/0115%20-%20Dignity%20For%20All%20Students%20Act.pdf>
- Page 4, 5 and 11:
- <http://boe.horseheadsdistrict.com/Board%20Policy%20Documents/5000%20-%20Students/5300-E%20-%20-%20Code%20of%20Conduct.pdf>

12. Does the district have a Parents’ Bill of Rights for Data Privacy and Security?

Yes, and I will provide the URL to the Parents' Bill of Rights for Data Privacy and Security.

12a. What year was the Parents' Bill of Rights for Data Privacy and Security policy first posted?

2014

12b. Please provide the URL to the district’s Parents’ Bill of Rights for Data Privacy and Security.

- <http://boe.horseheadsdistrict.com/Board%20Policy%20Documents/5000%20-%20Students/5500-E.6%20-%20Parents%20bill%20of%20rights.pdf>

13. Does the district have an information breach policy that addresses the district’s planned response to an information breach?

Yes, and I will provide the URL to the policy.

13b. Please provide the URL to the policy that addresses the district’s planned response to an information breach.

Multiple policies:

- <http://boe.horseheadsdistrict.com/Board%20Policy%20Documents/8000%20-%20Support%20Services/8635%20-%20Information%20and%20Security%20Breach%20and%20Notification.pdf>
- <http://boe.horseheadsdistrict.com/Board%20Policy%20Documents/8000%20-%20Support%20Services/8635-R%20-%20Information%20Security%20Breach%20and%20Notification%20Regulation.pdf>

14. Provide a direct link to the district’s technology plan as posted on the district’s website.

<http://www.horseheadsdistrict.com/uploadeddocs/technologyplan.pdf>

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

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VI - Sharing Innovative Educational Technology Programs

**Sharing Innovative Educational Technology Programs**

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 category that is not on the list.

<input type="checkbox"/> Active Learning Spaces/Makerspaces	<input type="checkbox"/> Policy, Planning, and Leadership
<input type="checkbox"/> Culturally Responsive Instruction with Technology	<input type="checkbox"/> Privacy and Security
<input type="checkbox"/> Device Planning and Implementation (1:1; BYOD)	<input type="checkbox"/> Professional Learning
<input type="checkbox"/> Digital Citizenship	<input type="checkbox"/> Project-based Learning
<input type="checkbox"/> Infrastructure	<input type="checkbox"/> Other Topic A
<input type="checkbox"/> OER and Digital Curriculum	<input type="checkbox"/> Other Topic B
<input type="checkbox"/> Personalized Learning	<input type="checkbox"/> Other Topic C
<input type="checkbox"/> Pilots and Proof of Concept	

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	E-mail address	Innovative Programs. Check all that apply.
Please complete all columns.	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> 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 in order to obtain more information about the innovative program(s) at your district.

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	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning

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	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				<input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive

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	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and



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VI - Sharing Innovative Educational Technology Programs

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email [edtech@nysed.gov](mailto:edtech@nysed.gov).