

Grand Island Central School District Technology Plan



<i>School District:</i>	<i>Grand Island Central School District</i>
<i>BEDS Code:</i>	<i>14150106-0000</i>
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<i>Plan URL:</i>	
<i>Plan Start Date: July, 2026</i>	<i>Plan End Date: June, 2029</i>

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Mission:

The mission of the Grand Island School District Technology Plan is to create an environment in which students, staff and community can effectively use ever-changing technologies to foster academic excellence, personal growth, and social responsibility.

Vision:

The Grand Island School District provides technology to support education of the highest quality which enables students to become:

- o Academically Prepared
- o Creative innovator
- o Critical Thinker
- o Effective Communicator
- o Global Citizen
- o Reflective and Future Focused

District Background & Demographics:**Our Community:**

Grand Island is one of the world's largest freshwater islands and is situated in the Niagara River between the cities of Buffalo and Niagara Falls. The island is 7.5 miles long and 6 miles wide with 21 miles of river frontage. The island divides the Niagara River into East and West branches, joining again at the north end before flowing over Niagara Falls. The 21,000 residents appreciate a full range of government services and civic groups in a mix of residential, shopping and light industry areas.

Our Schools:

There are three elementary schools in the district including one school that services students from pre-kindergarten through grade one and two schools that service grades two through five. The Middle School contains grades six through eight and is located on the same campus as the high school. The middle school shares the auditorium, music rooms, pool and some faculty with the high school. The high school and middle school feature interdisciplinary teams and team teaching at all levels. Accelerated, enriched and basic programs are available in the middle and high school including Advanced Placement courses. Universal Pre-Kindergarten is offered through our primary school, Charlotte Sidway Elementary, and at community-based organizations.

The Grand Island Central School District has 2,900 students. More than 300 teachers provide classroom instruction across the District. Approximately 25% of the student population is eligible for free or reduced lunch. The Grand Island School District participates in occupational educational services offered by Erie 1 BOCES.

TECHNOLOGY PLANNING COMMITTEE		
Name	Title	Constituencies Represented
Janet Balk	Librarian	Sidway Elementary
Amy Boutet	eLearning Coach	High School/Parent
Susan Boyer	Teacher	Middle School
John Fitzpatrick	Asst Superintendent Curriculum	District Office
Natalie Gallagher	eLearning Coach	High School/Parent
Mary Gentz	Teacher	Middle School
Daniel Hager	Special education Teacher	High School
David Janicki-Howe	Principal	Kaegebein Elementary
Heidi Jank	eLearning Coach	Kaegebein Elementary
Robin Kwiatek	Director of Instructional Technology	District Office
Hillary Kretz-Harvey	Principal	High School
Ashley Loncar	eLearning Coach	Sidway Elementary
Jamie Mancuso-Dulak	eLearning Coach	Middle School
Amy McMann	TOSA - Curriculum	District Office
Freda Orosz	Librarian	Huth Elementary
Kristin Pernick	eLearning Coach	Huth Elementary
Maxwell Pikula	Principal	Huth Elementary
Stephanie Pritchard	Librarian	Huth Elementary
Douglas Whelan	Business Official	District Office

District Goals

Technology-Enhanced Teaching and Learning

Use technology to personalize learning, support diverse learners, improve accessibility, and enhance engagement while aligning with curriculum standards and Portrait of a Graduate goals.

Cybersecurity, Privacy, and Digital Citizenship

Strengthen data privacy protections, cybersecurity practices, and digital citizenship education to keep students and staff safe in an increasingly connected environment.

Equitable Access to Technology

Ensure all students and staff have reliable access to devices, high-speed internet, and assistive technologies, both at school and at home, to support learning equity.

High-Quality Professional Learning for Educators

Provide ongoing professional development that helps educators integrate technology meaningfully into instruction, assessment, and differentiation.

Effective and Responsible Use of AI and Digital Tools

Establish clear guidelines, professional learning, and classroom practices for the ethical, safe, and instructional use of AI and emerging technologies by students and educators.

NYSED Goals

1. Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning.
2. Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning.
3. Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences.
4. Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders.
5. Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.

Professional Development Strategies

Technology based professional development will be:

- o Connected to a comprehensive change process focused on improving student learning
- o Primarily school based and built into the day-to-day work of teaching
- o Continuous and on-going, involving follow-up and support for further learning - including support from sources external to the school that can provide necessary resources and new perspectives
- o Organized around collaborative problem-solving
- o Opportunities to gain an understanding of the theory underlying the knowledge and skills being learned

A needs assessment will be periodically conducted to analyze whether faculty and staff are utilizing technology resources as an instructional, management, research and communication tool. The survey findings will drive necessary support for more individualized or department specific instruction. Currently support for IT is provided through elearning coaches. Elearning coaches are assigned at each building to assist faculty in technology integration.

Staff development is critical to the success of this technology plan. Ongoing opportunities tied to learner outcomes provide teachers with the skills they both desire and need to use technology in support of student learning. Technology will be integrated into district professional development opportunities as appropriate.

As new technology emerges, teachers will be introduced to the available technology to support instruction through demonstrations, emails, staff testimonials and presentations from eLearning coaches.

State & National Standards Addressing Technology Competencies:

National Educational Technology Standards for Teachers (NETS-T) will provide a framework for identifying staff development and will be implemented with this plan (Appendix A).

National Educational Technology Standards for Administrators (NETS-A) will provide a framework for technology expectations for Administrators (Appendix B).

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.

Technology is currently integrated into many aspects of the curriculum. During whole class instruction, the use of large interactive displays foster student engagement for auditory and visual learners. Those same learners benefit from slideshow/video activities and simulations. Online grading through the use of various curricular software allow for differentiated assignments and assessments. Our 1:1 program with chromebooks means that all students can participate in these online opportunities. Students are asked to analyze and synthesize information and then present findings professionally. At our MS and HS level, students take their chromebooks home allowing them to use their resources in real time.

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.

Every student in the District is provided a device for the academic year. Students in grade 6 through 12 keep their chromebooks over the summer to provide access to educational resources. Continuous device refresh schedules are supported through local budget as well as purchases made through BOCES. Portable WiFi hotspots are offered to students in need for their homes. Principals and counselors coordinate the requests for hotspots. The District collaborates with Erie 1 BOCES to maintain a consistent internet connection and robust infrastructure. Staff training in the use of technology along with cybersecurity and privacy issues is done throughout the year as well as during Superintendent conference days.

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.

The District's philosophy is to use technology as a tool to support existing curriculum while creating an avenue for 21st century skills of communication, collaboration, creativity and critical thinking. All students receive positive impact from appropriate use of technology for learning. Special education students as well as English Language Learners also benefit from purposeful use of technology that supports differentiated instruction. The IT Department in collaboration with the special education department ensure that assistive technology is provided to students in need. Some technology currently used by students with disabilities and English language learners includes:

- Ipad pro with magic keyboard
- C reader pen
- TD Snap (Snap Core)
- Text Help Read Write
- Touch Chat ACC
- Articulation Carnival
- Video Touch
- Voice Dream Reader
- Read 2 go
- Language Empires
- k12 Timed Reading Practice

How does the district utilize technology to address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments?

- 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).
- 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.

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.

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

How does the district utilize technology to address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments?

- 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.

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.

- Technology to support writers in the elementary classroom
- Technology to support writers in the secondary classroom
- Enhancing children's vocabulary development with technology
- 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
- Helping students connect with the world

The district utilize technology to address the needs of students experiencing homelessness and/or housing insecurity to ensure equitable access to instruction and learning:

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

The district utilizes technology to address the needs of students experiencing homelessness and/or housing insecurity to ensure equitable access to instruction and learning in the following ways.

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

The district uses 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.