

Instructional Technology Plan - Annually - 2016

LEA Information

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A. LEA Information

1. 2014-2015 Student Enrollment

	Total Enrollment	Pre-K Enrollment	K-2 Enrollment	3-5 Enrollment	6-8 Enrollment	9-12 Enrollment	Ungraded Enrollment
Student Enrollment	1,040	18	407	443	165	0	7

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

Deirdre Gambino

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

Assistant Superintendent

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Instructional Technology Vision and Goals

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B. Instructional Technology Vision and Goals

1. Please provide the district mission statement.

The Bellmore Community of Learners is committed to perpetuating a safe and secure learning environment in which children can reach their academic, social and human potential in a manner that acknowledges and respects their differences. The Bellmore Community of Learners firmly believes all children can succeed. The Bellmore Schools provide a learning environment where children are encouraged to explore, question, problem solve, and process information using higher level thinking skills. The Bellmore Community of Learners will create an environment that advocates the involvement of its members, facilitating positive relationships among the home, the school, and the community to enhance the education of all Bellmore children.

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

Over the past three years, Bellmore has been building an infrastructure to provide all students and staff with at least a base level of access to information technology and associated support services. In furtherance of this goal, telecommunication and computer technologies have been pervasively deployed throughout the district and now span all educational and administrative program areas. Substantial resources will be deployed to ensure that the entire school community has access to technology. Additional monies will be allocated toward staff development to ensure the highest quality of instruction.

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

The Office for Business and Technology and the Instructional Services Office worked collaboratively on this plan. Staff and administrative input was received through the Staff Development Committee. Parental input was sought through the PTA.

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

- Access Points
- Cabling
- Connectivity
- Device Gap
- Network
- Professional Development
- Staffing
- Other
- No Gap Present

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

Cost of implementation.
Because we recently upgraded technology, ongoing Professional Development is required for teachers to best utilize it.

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Instructional Technology & Infrastructure Inventory

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C. Technology and Infrastructure Inventory

1. Please identify the capacity of the telecommunications line coming into the district network hub. The district's Regional Information Center can provide the district with this information if needed.

- Greater than 10 Gbps
- 10 Gbps
- 1 Gbps - < 10 Gbps
- 100 Mbps - < 1Gbps
- 50 Mbps - < 100 Mbps
- 10 Mbps - < 50 Mbps
- Less than 10 Mbps

2. What is the total contracted Internet bandwidth access for the district? Choose one.

- Greater than 10 Gbps
- 10 Gbps
- 1 Gbps - < 10 Gbps
- 100 Mbps - < 1 Gbps
- 50 Mbps - < 100 Mbps
- 10 Mbps - < 50 Mbps
- Less than 10 Mbps

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

Nassau BOCES

4. Please identify the capacity of the telecommunications line coming into the district's school building(s) from the district hub or district data center. The district's Regional Information Center can provide this information if needed

	Speed in Gpbs or Mpbs
Minimum Capacity	<ul style="list-style-type: none"> <input type="checkbox"/> Greater than 10 Gbps <input type="checkbox"/> 10 Gbps <input type="checkbox"/> 1 Gbps - < 10Gbps <input checked="" type="checkbox"/> 100 Mbps- < 1 Gbps <input type="checkbox"/> 50 Mbps - < 100 Mbps <input type="checkbox"/> 10 Mbps - < 50 Mbps <input type="checkbox"/> Less than 10 Mbps
Maximum Capacity	<ul style="list-style-type: none"> <input type="checkbox"/> Greater than 10 Gbps <input type="checkbox"/> 10 Gbps <input checked="" type="checkbox"/> 1 Gbps - < 10Gbps <input type="checkbox"/> 100 Mbps- < 1 Gbps <input type="checkbox"/> 50 Mbps - < 100 Mbps <input type="checkbox"/> 10 Mbps - < 50 Mbps <input type="checkbox"/> Less than 10 Mbps

5. Please identify the minimum and maximum circuit speeds at which the classrooms in the district are connected to the school building wiring/network closet.

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	Please provide the speed at which classrooms are connected to building wiring/network closet.
Minimum Circuit Speed Within a School Building	<input type="checkbox"/> Greater than 10 Gbps <input type="checkbox"/> 10 Gbps <input type="checkbox"/> 1 Gbps - < 10Gbps <input checked="" type="checkbox"/> 100 Mbps- < 1 Gbps <input type="checkbox"/> 50 Mbps - < 100 Mbps <input type="checkbox"/> 10 Mbps - < 50 Mbps <input type="checkbox"/> Less than 10 Mbps
Maximum Circuit Speed Within a School Building	<input type="checkbox"/> Greater than 10 Gbps <input type="checkbox"/> 10 Gbps <input checked="" type="checkbox"/> 1 Gbps - < 10Gbps <input type="checkbox"/> 100 Mbps- < 1 Gbps <input type="checkbox"/> 50 Mbps - < 100 Mbps <input type="checkbox"/> 10 Mbps - < 50 Mbps <input type="checkbox"/> Less than 10 Mbps

6. **What are the minimum and the maximum port speeds of the switches that are less than five years old in use in the district?**

	Port speed of switches	Mbps or Gbps
Minimum Capacity of Switches	1	<input type="checkbox"/> Mbps <input checked="" type="checkbox"/> Gbps
Maximum Capacity of Switches	10	<input type="checkbox"/> Mbps <input checked="" type="checkbox"/> Gbps

7. **What percentage of the district's wireless protocols are less than 802.11g?**
 0

8. **Do you have wireless access points in use in the district?**
 Yes
 No

8a. **What percentage of your district's instructional space has wireless coverage?**
 100

9. **Does the district use a wireless controller?**
 Yes

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

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Instructional Technology & Infrastructure Inventory

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	Number of devices in use that are less than five years old	How many of these devices are connected to the LAN?
Desktop computers/Virtual Machine (VM)	342	342
Laptops/Virtual Machine (VM)	151	151
Chromebooks	600	600
Tablets less than nine (9) inches with access to an external keyboard	0	0
Tablets nine (9) inches or greater with access to an external keyboard	0	0
Tablets less than nine (9) inches without access to an external keyboard	0	0
Tablets nine (9) inches or greater without access to an external keyboard	118	118
Totals:	1,211.00	1,211.00

11. What percentage of students with disabilities in the school district, as of the submission date of this technology plan, have assistive technology documented on their Individual Education Plan (IEP)?

1

12. Please describe any additional assistance or resources that, if provided, would enhance the district's ability to improve access to technologies for students with disabilities.

Additional assistance or resources that, if provided, would enhance the district's ability to provide improved access to technologies including assistive technologies, for students with disabilities, would include specialized training for our IT staff, Education Technology Specialist and special education teachers. This would enable our staff to provide evidence-based technological supports for our special needs students. In particular, our district has a specialized program for student with autism and multiple disabilities. Training would enable our staff to provide access to high quality instructional supports.

13. How many peripheral devices are in use in the district?

	Number of devices in use
Document Cameras	69
Flat Panel Displays	742
Interactive Projectors	0
Interactive Whiteboards	103
Multi-function Printers	10
Projectors	103
Scanners	12
Other Peripherals	2
Totals:	1,041.00

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

SMART Tables - 2

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Instructional Technology & Infrastructure Inventory

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

Yes

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

No

17. **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

18. **What barriers may prevent the district from testing 100% of its grade 3-8 students and NYSAA students on computers by the year 2020?**

- Insufficient number of devices meeting testing requirements
- Lack of reliable Internet service
- Insufficient broadband access
- Inadequate staffing levels
- Insufficient testing spaces
- District does not foresee any barriers
- Other

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Software and IT Support

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D. Software and IT Support

1. **What are the operating system(s) in use in the district?**

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

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

(No Response)

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

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

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

(No Response)

5. **Please provide the name of the Learning Management System (LMS) most commonly used in the district. A Learning Management System (LMS) is a software application for the administration, documentation, tracking, reporting, and delivery of online and blended learning courses.**

We do not utilize a Learning Management System at this time.

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

Pearsonrealize.com (enVision math), schoolwide.com (ELA), learning.com (keyboarding), discoveryeducation.com, and nwea.org

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

OPAC, Grolier, Worldbookonline

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8. Does the district have a Parent Portal?

No

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

- Learning Management System
- Emergency Broadcast System
- Website
- Facebook
- Twitter
- Other

10. Please list title and Full Time Equivalent (FTE) count (as of survey submission date) of all staff whose primary responsibility is providing technical support. Does not include instructional technology integration FTE time.

Title	Number of Current FTEs
technicians	2.00
technology aide	1.00
	3.00

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Curriculum and Instruction

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E. Curriculum and Instruction

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

The District plans to use digital connectivity and technology to improve teaching and learning by investing in interactive whiteboards, handheld devices and a wide range of classroom technologies. The proposed purchases will be implemented across the District. This deployment will enhance the District's ability to provide differentiated instruction to our students as well as to meet the diverse learning needs of each student. Teachers will be able to provide personalized and differentiated learning opportunities to each student based on their current instructional levels, needs, and learning styles. Supplemental resources will be focused on assisting all students in meeting the rigorous curricular demands. Students with disabilities and English language learners will be better able to participate in classroom instruction because specific evidence-based resources may be used that meet their specific needs and help provide scaffolded support to enable them to be successful in meeting the rigorous demands of the curriculum. In addition, the interactive whiteboards will allow for instruction using various sensory modalities meeting the needs of students with various learning styles. Students will also be able to research and present their findings using these purchases to meet the Common Core Standards to "use technology, including the Internet, to produce and publish writing" and "to interact and collaborate with others" and "to integrate and evaluate content presented in diverse media and formats".

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

Yes

2a. If "Yes", please provide detail.

Students with disabilities are provided equitable access to instruction, materials and assessments through careful attention to their individualized needs at both the building and CSE-level. Accommodations are provided as appropriate to support individualized students. For example, students with visual impairments are provided with access to technology that enlarges print and mirrors the SMART Board display on a handheld tablet. Students with severe difficulty reading grade level texts are provided with Kurzweil that 'reads' content area texts to them.

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

Yes

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

The assistive technology needs of students with disabilities is addressed through the CSE and their individualized IEPs. The CSE determines the types of assistive technology that are necessary to ensure access and participation in the general education curriculum. The Instructional Services department then ensures that the technology is acquired for the student(s).

4. Does the district's instructional technology plan address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments?

Yes
 No

4a. Please provide details. If the district plans to apply for Smart School Bond Act funds for Classroom Learning Technology, the answer to this question must be aligned with the district's Smart Schools Investment Plan (SSIP).

The needs of English Language Learners are consistently assessed to ensure equitable access to instruction, materials and assessments. As a member of the LI RBE-RN, the District receives ongoing support and resources to meet the needs of our English Language Learners. Specifically, our ENL teachers receive specific support in the area of technology to meet the needs of their students. They share this information with the students' classroom teachers. Careful attention to these students' individual needs is always given in order to ensure their success.

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Professional Development

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F. Professional Development

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

Professional development will be provided to teachers and staff to support the use of the interactive whiteboards in the classroom setting. This professional development will be job-embedded and sustained. Our own staff will facilitate the majority of the professional development, including an Educational Technology Specialist. This will ensure that the professional development will be appropriately differentiated and individualized to meet each staff member’s needs. It will build collaborative skills so that teachers feel comfortable sharing their knowledge and learning from each other. Additionally, because the Educational Technology Specialist is a full time staff member, she will be familiar with the level of our students’ technology knowledge and skills and will tailor staff development appropriately to maximize student learning. Teachers will be given skills to use the newly acquired technology as well to research high quality, evidence-based applications that will further improve instruction and learning. Topics for professional development include using interactive whiteboards to meet the needs of all students (including students with disabilities and English language learners), differentiating instruction using the interactive whiteboard, and using Google Classroom with the interactive whiteboard. Topics will also be developed to support all of the specific curriculum-based resources that will be utilized. In addition, collegial circles will be formed so that teachers can share their newly acquired knowledge with each other. This professional development will involve both out of classroom sessions as well as in classroom modeling and coaching. Collegial circles will also be utilized so that teachers can share their newly acquired knowledge with each other. Disaggregated student data as well as other evidence of student learning will be used to determine ongoing professional development needs and to sustain continuous improvement. The BOCES Model Schools program will be utilized for additional professional development as required. Classroom teachers, special educators, AIS providers, and related service providers such as speech/language pathologists, school psychologists, occupational therapists and physical therapists will all receive training appropriate to the student populations that they work with.

- 2. Please list title and Full Time Equivalent (FTE) count (as of survey submission date) of all staff whose primary responsibility is delivering technology integration training and support for teachers. Does not include technical support.**

Title	Number of Current FTEs
Education Tech Specialist	1.00
Tech Teaching Assistant	1.00
	2.00

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Technology Investment Plan

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G. Technology Investment Plan

1. **Please list the top five planned instructional technology investments in priority order over the next three years. Infrastructure is considered an instructional technology investment.**

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Technology Investment Plan

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	Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual or Both?	Funding Sources May choose more than one source
1	Interactive Displays/Projectors/Whiteboards	350,000	Annual	<input 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 Material Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
2.	Chromebooks	150,000	Annual	<input 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 Material Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
3.	Professional Development	50,000	Annual	<input 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 Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
4.	Instructional Software	20,000	Annual	<input 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 Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
5.	3D Printers	10,000	Annual	<input 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 Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
Totals:		580,000.00		

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Technology Investment Plan

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2. **If "Other" was selected in question one, for items purchased or for a funding source, please specify.**

(No Response)

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Status of Technology Initiatives and Community Involvement

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H. Status of Technology Initiatives and Community Connectivity

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

- Changes in District Enrollment
- Changes in Staffing
- Changes in Funding
- Technology Plan Implementation
- Computer-based Testing
- Catastrophic Event
- Developments in Technology
- Changes in Legislation
- Other
- None

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

The district plans to increase student and teacher access to technology in the schools through the purchase of interactive whiteboards and hand held devices and by providing professional development and instruction in their use. To increase technology use at home and in the community, the district will work with the public library and support their implementations.

3. Please check all locations where Internet service is available to students within the school district's geographical boundaries.

- Home
- Community
- None

3a. Please identify categories of available Internet locations within the community.

public library

Instructional Technology Plan - Annually - 2016Instructional Technology Plan Implementation

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I. Instructional Technology Plan Implementation

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

Summer 2016 - Repair/replacement of student workstations - ongoing cycle - work done by district techs. Repair/replacement of SMARTBoards as needed.

Winter 2016/17 - Continue SMARTBoard repair/replacements, continue chromebook/handheld device implementation. Purchase 3D printers. Continue Professional Development to integrate technology into the curriculum and instruction.

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Monitoring and Evaluation

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J. Monitoring and Evaluation

- Please describe the proposed strategies that the district will use to evaluate, at least twice a year, whether the district’s instructional technology plan is 1) meeting the vision and goals as outlined in the plan and 2) making a positive impact on teaching and learning in the district.**

The District will utilize disaggregated student data in order to determine that the proposed strategies are making a positive impact on student learning. Ongoing input from teachers and administrators will be utilized to ensure that the strategies and professional development are making a positive impact on teaching.

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

	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	http://www.bellmoreschools.org/	2012
Internet Safety/Cyberbullying*	http://www.bellmoreschools.org/	2012
Parents' Bill of Rights for Data Privacy and Security	http://www.bellmoreschools.org/Assets/District Documents/1415 Parents Bill of Rights.pdf?t=63554342270250000	2014

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Survey Feedback

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K. Survey Feedback

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

1. **Was the survey clear and easy to use**

Yes

2. **Was the guidance document helpful?**

Yes

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

(No Response)

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

(No Response)

5. **Other comments.**

(No Response)

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Appendices

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Appendices

1. **Upload additional documentation to support your submission**

(No Response)