

# BELLMORE-MERRICK CENTRAL HS DISTRICT

## Instructional Technology Plan - Annually - 2016

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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	5,560	0	0	0	1,760	3,750	50

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

Joseph Innaco

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

Director of Technology

**B. Instructional Technology Vision and Goals**

**1. Please provide the district mission statement.**

The Bellmore-Merrick Central High School District will incorporate technology into the educational program in order to provide opportunities for:

- District-wide digital age learning culture and the implementation of comprehensive technology integration to increase student achievement, promote excellence, and achieve Cyber Citizenship.
- Students to gather, understand and synthesize information.
- Students and staff to develop competencies in using technology as a learning tool.
- Students to develop technological skills that relate to the adult world.
- Students to experience electronic research in a highly meaningful manner.
- The community to explore and experience existing and emerging technologies.
- District wide instructional management applications.

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

**Vision Statement**

At Bellmore Merrick Central High School District our vision of the 21st Century Digital Age learning environment is one that provides increased opportunities for students to take a more active role in their learning. Technology integration will enable students to enhance their problem solving and higher order thinking skills. Students will be actively engaged in a variety of learning tasks that are authentic, challenging, and multidisciplinary. Student achievement will be assessed through tasks that measure student progress towards meeting or exceeding local, state, and national goals. The realization of this vision will require input from students, teachers, parents, administration, and the community. We believe technology is a powerful learning tool that will help every student in the Bellmore Merrick Central High School District learn to their greatest potential.

The Bellmore-Merrick Central High School District plans on enhancing students learning experiences through technology integration. Listed below are the goals of the Bellmore-Merrick Central High School District with regard to technology integration:

1. To identify and integrate effective use of technological resources, hardware, software and other services to improve student learning of district and state curriculum objectives.
  - To incorporate instructional technology tools including, but not limited to interactive whiteboards, wireless laptops, desktop computers, BYOD/MLD devices, and tablets to accommodate different learning styles to promote student achievement.
  - To align curriculum benchmarks with the ISTE Standards\*S to assure student mastery of technology literacy and subject area learning standards during the course of their education.
  - To provide the technological skills necessary to prepare students to succeed as global learners in the 21st Century.
  - Continue use of the Google Apps for Education, Edmodo, and other applications that facilitate information sharing, interoperability, user-centered design and collaboration on the World Wide Web to support literacy.
  - To encourage the safe and responsible use of technology including the Internet through strict adherence of the District Acceptable Use Policy and by filtering student access to the Internet to meet the criteria of the Children's Internet Protection Act (CIPA).
2. To update and maintain hardware, equipment, and systems to conform to the increasing needs of the district.
  - To improve teacher and student access to technological resources in classrooms and other learning environments.
  - To explore and provide suitable (assistive) devices for special needs and ELL students.
  - To plan for the incorporation of emerging technologies as needed.
  - To provide for off-site storage and email archiving to remain in compliance with Records Management mandates.
  - To evaluate the network security regularly to insure its integrity.
  - To integrate voice, video, and data networks capable of providing communications at the school, community, state, and global levels.
  - Continue to evaluate Student Management Systems and expand use of "Parent Portal" so that all parents/guardians can view students' on-going progress online.
  - Continue to update the functionality of the standardized software package (eSchool Data) that supports student data management, analysis of data, and NYS reporting mandates.
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**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 Bellmore-Merrick Central High School District views technology implementation as a continuous process that adapts to changes and includes ongoing evaluation. As needs change and technologies emerge Bellmore-Merrick CHSD rethinks and adapts objectives, priorities, and strategies. Continuous evaluation facilitates making changes if aspects of the plan are not working. The district maintains a District-Wide Technology Planning Committee to receive evaluations from various sources.

The District-Wide Technology Committee is made up of the Assistant Superintendent for Curriculum and Instruction, Director of Technology & Instructional Services, Principals, Department Chairpersons, Library Media Specialists, Technology Integration Mentors, Technology Integration Mentor Coordinators, Community Members, Teachers, and Students.

The District-Wide Technology Committee meets once a month with the Director of Technology & Instructional Services. The outcomes of the instructional technology plan development meetings include professional development strategies and suggested improvements to the District's infrastructure, hardware, software, and policies to support it. The Committee has presented their findings to the Superintendent and Board of Education during May of 2015. The Committee will continue working together during the life of the technology plan.

**Highlighted outcomes include:**

- plan to replace obsolete equipment (interactive boards, desktops, laptops, iPads, Chromebooks, wireless access points, servers, switches, storage, security cameras)
- assess each year the District's increased need for bandwidth
- upgrade security system
- additional Chromebooks and iPads to support curricula and instructional initiatives
- addition of iMac labs, 3D Printers, MFP's, Robotics, and STEAM-Related resources
- upgrade financial software and student management system
- additional technical staff needs
- expansion of Technology Integration Mentor program

**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.**

The gap in technology is caused by budget constraints and tax cap implications. Bellmore-Merrick Central High School District does not have the necessary funding to make changes that will provide our teachers the ability to deliver students the optimal instructional technology environment. Funds through the Smart Schools Bond Act will place us in a better position to close this gap.

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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 and Lightpath

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 Gbps or Mbps
Minimum Capacity	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Greater than 10 Gbps</li> <li><input type="checkbox"/> 10 Gbps</li> <li><input type="checkbox"/> 1 Gbps - &lt; 10Gbps</li> <li><input type="checkbox"/> 100 Mbps- &lt; 1 Gbps</li> <li><input type="checkbox"/> 50 Mbps - &lt; 100 Mbps</li> <li><input type="checkbox"/> 10 Mbps - &lt; 50 Mbps</li> <li><input type="checkbox"/> Less than 10 Mbps</li> </ul>
Maximum Capacity	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Greater than 10 Gbps</li> <li><input type="checkbox"/> 10 Gbps</li> <li><input type="checkbox"/> 1 Gbps - &lt; 10Gbps</li> <li><input type="checkbox"/> 100 Mbps- &lt; 1 Gbps</li> <li><input type="checkbox"/> 50 Mbps - &lt; 100 Mbps</li> <li><input type="checkbox"/> 10 Mbps - &lt; 50 Mbps</li> <li><input type="checkbox"/> Less than 10 Mbps</li> </ul>

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 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

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	10/100/1000	<input checked="" type="checkbox"/> Mbps <input type="checkbox"/> Gbps
Maximum Capacity of Switches	10/100/1000	<input checked="" type="checkbox"/> Mbps <input 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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	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)	445	445
Laptops/Virtual Machine (VM)	398	398
Chromebooks	315	315
Tablets less than nine (9) inches with access to an external keyboard	12	12
Tablets nine (9) inches or greater with access to an external keyboard	25	25
Tablets less than nine (9) inches without access to an external keyboard	25	25
Tablets nine (9) inches or greater without access to an external keyboard	315	315
<b>Totals:</b>	1,535.00	1,535.00

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)?**

11

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.**

Several software based technologies need updates such as word prediction software, virtual readers and dictation software. Additionally, both hardware and software for Augmentative and Alternative Communication (AAC) devices need frequent updates.

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

	Number of devices in use
Document Cameras	30
Flat Panel Displays	0
Interactive Projectors	0
Interactive Whiteboards	310
Multi-function Printers	62
Projectors	80
Scanners	35
Other Peripherals	0
<b>Totals:</b>	517.00

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

(No Response)

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

Yes

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

Yes

16a. On an average school day, approximately how many student devices access the district's network?

3,200

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	Yes
Windows 7.0	Yes
Windows 8.0 or greater	No
Apple iOS 7 or greater	Yes
Chrome OS	Yes
Android	Yes
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	Yes
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.

none used

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

Microsoft Office 2010, Achieve300, Smart Notebook, Google Education, IE



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

World Book Online

Britannica School Edition

Infobase Issues and Controversies

ProQuest Culturegrams

Britannica Image Quest

Global Issues in Context

8. Does the district have a Parent Portal?

Yes

8a. Check all that apply to the Parent Portal if the response to question eight is "Yes."

- Attendance
- Homework
- Student Schedules
- Grade Reporting
- Transcripts
- Other

8b. If 'Other' was selected in question eight (a), please specify the other feature(s).

(No Response)

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

9a. Please specify if the response to question nine was "Other".

Edmodo

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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
Director of Technology & Instructional Services	0.50
Senior Network Administrator	1.00
Network Operations Center - CORE	3.00
IT Support	4.00
	<b>8.50</b>

**E. Curriculum and Instruction**

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

The Bellmore-Merrick Central High School District continues its commitment to creating a cutting-edge Digital age learning environment. The district has implemented a Bring Your Own Device (BYOD)/Mobile Learning Device (MLD) policy to create new opportunities for learning, college and career readiness, digital citizenship, and increase student achievement. Students and staff members may connect their personal MLD's to the BMCHSD Wireless Network for school-related purposes and activities only, consistent with and subject to the district policies and regulations and this agreement.

Teachers will have the ability to use digital technologies including, but not limited to Weebly Pro Campus Edition, Google Sites, Edmodo, and iTunes to increase communication and collaboration and integrate technology into the classroom by posting links, photos, pod casts, streaming video, and other digital content. Collaborative tools such as wikis, blogs and NoodleTools have been introduced as new forms of communication.

The district will implement new iMac labs in the high schools to enhance learning through opportunities for graphic arts, publication design, and communications programs including a new broadcast Studio program.

The district will continue to provide opportunities to connect students and teachers in a global learning environment through various digital technologies including, but not limited to Internet, wireless network, Skype, Google Talk, and iTunes U.

The district will install new SMART Interactive Flat panels with multi touch capabilities and SMART Notebook 15. Additional tablets including Chromebooks and iPads will support curricular and instructional initiatives including Achieve3000, Google Classroom, and Academy of Math.

**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.**

There are provisions in the instructional technology plan to support differentiated instruction and provide accommodations for students with disabilities. Many students with special needs require a multi-modal approach to learning. These students learn more efficiently when the same information and concepts are presented in more than one format (i.e. visual, auditory, physical/interactive, etc.). Access to Smart Board technologies, computers, tablets, word processing, etc., allow teachers the flexibility to design specialized instruction to address a wide range learning styles and needs.

These technologies also support our students with special needs in being provided fluent accommodations that do not disrupt large class instruction and preserve the dignity of the students who have such needs. Varying styles of visual presentations of information can be provided for the whole class, or for an individual; class notes can be made available at the end of the class; physical barriers to writing can now be accommodated with voice recognition technology; etc.

Finally, we provide assistive technology for students with varying special needs, including but not limited to: augmentative communication devices, hearing aids, and aids for visual and physical impairments. Some of the technologies typically provided to meet these needs include laptop computers, tablets, closed circuit TV's, and sound field systems. Having these technologies available empowers the District to provide support to level the playing field for students with disabilities.

**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.**

Assistive Technology:

Bellmore-Merrick Central High School District continues to address the need of students with disabilities who require assistive technology. To further assist students with special needs, the district will continue to assess and explore new assistive technology products that are matched to individual students' needs. We are currently implementing and updating Dragon Dictates Naturally Speaking software for both instructional and administrative use, as well as word prediction software for writing and e-readers for instruction. iPads designated for Special Education is being used as Assistive Technology for our special-needs students. Dictation software along with multiple learning apps and software is available for the iPad integration within Special Education.

**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 integration and collaborative nature of Interactive SMART Flat Panels, iPads, Chromebooks, & BYOD addresses the many needs of ELL to ensure equitable access to instruction, materials and assessments.

**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.**

The Bellmore-Merrick Central High School District has implemented a Technology Integration Mentor program dedicated to improving the capacity of all teachers and staff so that they may effectively integrate technology into the curriculum, their instructional practices, and their data-driven decision-making. In addition, the district has implemented a Professional Development Academy committed to providing ongoing courses offerings to staff in instructional technology and all content areas. A 2015 Summer Professional Development Academy has also been created by the district to offer staff a variety of 15 hour/in-service credit professional development workshops on technology integration strategies. Professional development offerings in the area of instructional technology are aligned to ISTE, Common Core, and NYS PD standards.

The district's instructional technology initiatives include, but are not limited to:

- Bring your Own Device/Mobile Learning Device
- Google Docs/Drive/ Classroom
- Interactive Board /SMART Notebook Integration
- Edmodo
- Weebly Pro Campus Edition
- Flipped Classroom
- Digital Age Classroom

The Technology Integration Mentor Program, based upon the Peer Mentoring Model, has been developed and implemented by the Director of Instructional and Technology Services, Technology Mentor Coordinators, and Technology Integration Mentors within the five school buildings. All Technology Integration Mentors demonstrate within their department or grade level an advanced knowledge of technology, and incorporate technology into their instructional program and classroom practices. Their responsibility includes providing grass root support for teachers by conducting technology integration workshops, modeling best practices, coaching and facilitating collegial circles and user groups, preparing and sharing lesson plans, maintaining a building Technology Mentor website, creating quarterly technology newsletters, nominating teachers for a monthly Technology Integration Recognition Award and other resources relevant to their building or department's needs and interests.

The district has introduced the "catalog" of Summer Professional Development in-service courses for Bellmore-Merrick teachers. In a "summer learning camp" format, the district will be offering a variety of 15-hour/1 in-service credit courses for all teachers in the areas of instructional technology, advanced placement, and collaborative inclusion practices. The following includes the instructional technology course offerings:

- Google Docs/Drive/Classroom -Certification through Teq
- Interactive Board Usability - Beginner
- Interactive Board Usability Advanced - Digital Teacher Certification through Teq
- Weebly Pro Campus
- Flipped Classroom

The following Conferences and workshops have been attended by technology integration mentors, staff, and administrators for professional development:

- NBSLS Liaison Meetings
- Google Tools for Educators
- Long Island Technology Summit
- ASSET Technology Conference
- ISTE Conference

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.**

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Professional Development

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Title	Number of Current FTEs
Director of Technology	0.50
Technology Int. Mentors	13.00
	<b>13.50</b>

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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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	Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual or Both?	Funding Sources May choose more than one source
1	Desktops	236,140	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.	Interactive Displays/Projectors/Whiteboards	710,675	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.	Laptops	325,000	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
4.	Other	602,486	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
5.	Servers	200,000	Annual	<input 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 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
<b>Totals:</b>		2,074,301.00		



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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.

Video Surveillance Additions

**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

**1a. Please specify if response to question one was other.**

Bellmore-Merrick was one of the first districts to create a comprehensive Smart School Investment Plan, upload the plan in August 2015, and help pilot the process. Not having our SSIP approved as of May 2016 has created a very challenging situation for the Bellmore-Merrick Central High School district.

**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 Bellmore-Merrick Central High School District plans to increase student and teacher access to technology, in school, at home, and in the community through the following areas:

- Incorporate instructional technology tools including, but not limited to interactive whiteboards, wireless laptops, desktop computers, BYOD/MLD devices, and tablets.
- Incorporate use of the Google Docs/Drive/Classroom, Edmodo, and other applications that facilitate information sharing, interoperability, user-centered design and collaboration on the World Wide Web to support literacy.
- Upgrade wireless infrastructure and Internet bandwidth within schools to ensure technology will be accessible through a variety of ways, thereby allowing for enhancement of instruction for all students, in all content areas.
- Integrate voice, video, and data networks capable of providing communications at the school, community, state, and global levels.

**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.**

Local Businesses and Public Library

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Instructional Technology Plan Implementation

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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.

<u>Goal</u>	<u>Time Frame</u>	<u>Responsible Party</u>
Install 479 new Desktop Computers to replace out-of-life units	Summer 2015 (Additional installs Life of this plan: 2015-2018)	Office of Technology Staff
Install 3 iMac labs + iMacs to support Broadcast Studio program	Summer 2015	Office of Technology Staff
Replace Smart UF 45 & 55 projectors/Smartboards with 108 SMART Interactive Flat panel 60605	Summer 2015 (Refresh Life of this plan: 2015-2018)	Office of Technology Staff / TEQ
Addition of Chromebook and iPad carts to support curricula and instructional initiatives	Summer 2015	Office of Technology Staff
Install additional Security Cameras(approx. 450) for buildings / install switches	Life of this Plan (2015-2018)	Buildings and Grounds/Office of Technology Staff
Install 3D printers in each HS	Summer 2015	Office of Technology Staff
Virtualize Exchange Server	Summer 2015	Office of Technology Staff
Additional Print Release MFP's throughout buildings	Summer 2015	Office of Technology Staff
Upgrade wireless controller and access points - MS Purchase additional WAP's	Life of this Plan (2015-2018)	Office of Technology Staff
Upgrade Financeplus to Finance Manager	Summer 2015	Office of Technology Staff/Nassau BOCES

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Upgrade eSchool to Infinite Campus	Spring 2016	Office of Technology Staff/Nassau BOCES
Install new Firewalls/Load Balancer	Summer 2015	Office of Technology Staff
Assess each year Bandwidth needs	Life of this Plan (2015-2018)	Office of Technology Staff
Install additional SAN units, servers, and expand vSpace	Summer 2015	Office of Technology Staff

A professional development strategy incorporating the resources of Technology Integration Mentors, Professional Development Academies, and outside means as necessary throughout the school year will be used to integrate technology into curriculum and instruction to improve student learning. The Bellmore-Merrick Central High School District has implemented a Technology Integration Mentor program dedicated to improving the capacity of all teachers and staff so that they may effectively integrate technology into the curriculum, their instructional practices, and their data-driven decision-making. In addition, the district has implemented a Professional Development Academy committed to providing ongoing courses offerings to staff in instructional technology and all content areas. A 2015 Summer Professional Development Academy has also been created by the district to offer staff a variety of 15 hour/in-service credit professional development workshops on technology integration strategies. Professional development offerings in the area of instructional technology are aligned to ISTE, Common Core, and NYS PD standards.

**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.**

Bellmore-Merrick CHSD views technology implementation as a continuous process that adapts to changes, circumstances and includes ongoing evaluation. As needs changes and technologies emerge Bellmore-Merrick CHSD rethinks and adapts objectives, priorities, and strategies. Continuous evaluation facilitates making changes if aspects of the plan are not working. On-line surveys, focus groups and presentations by building committees to the District Technology Committee will be used in an on-going basis throughout each year. Additionally a data based technology survey which is a component of the District Professional Development Plan will be administered annually. The Technology Integration Mentors, Technology Integration Mentor Coordinators, Department Chairpersons, administrators, and teachers will be responsible to evaluate the instructional benefits of software. The level of instructional technology proficiency gained by teachers, administrators, and staff will be assessed routinely by the use of surveys and observations. The impact of introducing new technologies on student performance will be determined through teacher and student input, progress on assessments, and observations.

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

	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	<a href="http://www.bellmore-merrick.k12.ny.us/boardofeducation/default.aspx">http://www.bellmore-merrick.k12.ny.us/boardofeducation/default.aspx</a>	2011
Internet Safety/Cyberbullying*	<a href="http://www.bellmore-merrick.k12.ny.us/boardofeducation/default.aspx">http://www.bellmore-merrick.k12.ny.us/boardofeducation/default.aspx</a>	2012
Parents' Bill of Rights for Data Privacy and Security	<a href="http://www.bellmore-merrick.k12.ny.us/boardofeducation/default.aspx">http://www.bellmore-merrick.k12.ny.us/boardofeducation/default.aspx</a>	2012

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)

# BELLMORE-MERRICK CENTRAL HS DISTRICT

## Instructional Technology Plan - Annually - 2016

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Appendices

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### Appendices

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

(No Response)