

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	1,474	0	569	680	217	0	8

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

Daniel Cunneely

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

Director of Technology

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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 focus in our educational program is both on how to learn and think critically as well as develop knowledge that students will utilize throughout their academic career

Excellence in education thrives in a climate in which each individual has opportunity to develop maximally his/her potentialities.

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

The Floral Park-Bellerose Board of Education and professional staff have developed this technology plan for the future with detailed content- and process-oriented components that encompass, but are not limited to, the following goals:

- Strong technology integration with the District’s curricular and instructional programs will increase levels of student proficiency with New York State Learning Standards performance indicators across the curriculum.
- Student learning will be enriched and supported by technology applications that are integrated across the grade level curricula.
- Data will be used to assess and drive curricular and instructional decision making.
- Professional development for staff will enhance the use of technology to enrich and support instructional programs and increase administrative efficiency.
- Parent education will be enhanced through the use of technology and information provided on the District’s website.
- The District’s hardware inventory and capacity will continue to be evaluated in order to establish a timeline for future purchases and implement new initiatives to replace equipment as it becomes obsolete.
- The District’s technology infrastructure will be evaluated on a continuous basis to determine the need and establish timelines for expansion.

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 District formed a Technology Committee consisting of the Director of Technology, the Curriculum Coordinator, a Principal, an Assistant Principal, Grade Teachers and the Science Teachers. The committee met on the following dates: March 10th, April 14th, May 5th, May 23rd and June 7th. The committee looked at various LMS systems and mobile technology to recommend a course of action for the district.

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.

Inability to purchase and install additional mobile devices due to lack of funding caused by the Tax Cap.
 Rapid changes in technology requirements cause devices to become obsolete before they can be fully utilized. iPad's purchased only 2 years ago will not support new features.
 Constraints on hiring additional support and PD providers due to the added costs associated with hiring an employee due to the Affordable Care Act and a lack of funding caused by the Tax Cap.

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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 Gbps or Mbps
Minimum Capacity	<ul style="list-style-type: none"> <input type="checkbox"/> Greater than 10 Gbps <input checked="" type="checkbox"/> 10 Gbps <input 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
Maximum Capacity	<ul style="list-style-type: none"> <input type="checkbox"/> Greater than 10 Gbps <input checked="" type="checkbox"/> 10 Gbps <input 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	100	<input checked="" type="checkbox"/> Mbps <input type="checkbox"/> Gbps
Maximum Capacity of Switches	1	<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?

95

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)	101	101
Laptops/Virtual Machine (VM)	500	500
Chromebooks	0	0
Tablets less than nine (9) inches with access to an external keyboard	70	70
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	450	450
Totals:	1,121.00	1,121.00

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)?

5

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.

The District will conduct a needs assessment in the form of a survey seeking feedback from staff regarding ways to incorporate technology to better serve our special education population. In conjunction, the District will plan to increase professional development options including working with app developers/technology vendors and visiting neighboring districts. These opportunities will allow staff to broaden their knowledge base and gain an understanding of various options currently in use and on the horizon. The technology committee will recommend and select vendors, with an expertise in programs and apps, designed to improve students' ability to access content and curriculum appropriate to their learning needs. Select staff will visit neighboring districts to observe first-hand how technology is effectively being utilized. Our District is especially interested in developing our STEAM and coding program. Staff will collaborate and analyze performance data in an effort to develop techniques to enhance student engagement through the use of devices such as iPads. The district will work closely with our technology director to ensure our infra-structure can support these initiatives.

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

	Number of devices in use
Document Cameras	10
Flat Panel Displays	100
Interactive Projectors	0
Interactive Whiteboards	10
Multi-function Printers	7
Projectors	45
Scanners	7
Other Peripherals	0
Totals:	179.00

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Instructional Technology & Infrastructure Inventory

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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

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

FLORAL PARK-BELLEROSE UFSD

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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	No
Windows XP	No
Windows 7.0	Yes
Windows 8.0 or greater	No
Apple iOS 7 or greater	Yes
Chrome OS	No
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	Yes
Internet Explorer 9 or greater	Yes
Mozilla Firefox	Yes
Google Chrome	Yes
Safari (Apple)	No
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

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

Renaissance Learning
GoMath
Putnam BOCES SS
Smart Notebook
Microsoft Office

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Software and IT Support

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

WorldBook Online
PebbleGo

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

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

TextCaster

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
Nassau Boces Tech	1.00
	1.00

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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?

Teachers are able to post lesson plans, homework, coursework and resources on our Edline platform. Data is used to monitor and track student progress, identify gaps in learning or sudden dips in performance so that we could intervene early on when necessary. Students also track their own progress towards learning targets Through the use of our benchmark programs, more opportunities for assessment are available. FPBSD has made a strong commitment to sharing best practice during staff development and workshops. Workshops on Excel, PPT, online resources, digital platforms, Word, notebook and Outlooks programs/software was provided. We have joint venture with BOCES to assist teachers in technical support to help ensure high quality learning.

The District is planning to work with Apple to implement a 1-to-1 rollout of iPads to our 5th and 6th grades and iPads for all teachers to be used with Apple Classroom and Google Apps for Education.

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.

We use developmentally appropriate software to support instruction. We use specialized software that integrates features to meet the needs of students with disabilities (Text to Speech, Screen Enlargements, etc.). Technology, including web-based programs, is embedded into all lessons for students with disabilities .

During CSE meetings, discussion is centered on the use of technology to support students with disabilities and is included in students' IEPs. FPBS offers a variety of tools to access content for SWD, such as audio, video format. In addition we utilize adaptive devices such as AlphaSmart.

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.

Technology is integrated into the curriculum for SWD in many ways. Teachers embed resources based on students' individual needs. SWD are afforded opportunities for technology driven activities. We recently hired a curriculum coordinator to help facilitate this. She meets with teachers on a routine basis to help design unique technology based programs that address targeted needs. Some of the programs we use are available for student use at home. Teachers are required to include technology into their planning specific to SWD. Through the use of IPADS, we have found programs that SWD find engaging and involve multi-sensory teaching. With these in place, SWD are on a level playing field with general education students and are observed to make adequate yearly progress partly due to our technological initiatives.

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 district provides professional development to all teachers to assist in familiarizing themselves with material to support our ENL population. Access to assessment data informs teachers of the various and individualized needs of our students. Upon analysis teachers meet as teams, in professional learning communities, to discuss ways to incorporate instruction and material to best serve our ENL population. During the 2015-2016 school year, we've incorporated a language based on-line program which was designed to work with students for whom English was not their primary language. This program focused on functional vocabulary and language structure necessary to support basic conversation and social skill. Students used this program with iPad's which contained the adaptive applications needed for successful implementation. In addition, administrators met with parents to demonstrate the use of this technology for at home support.

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Professional Development

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F. Professional Development

- 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.**

PD is offered at a variety of times and through various training opportunities including workshops, web-based training, digital handbooks and remote learning. Training spans the course of the school year and in many cases available over the summer. Teachers and Staff have the opportunity to partake in courses involving resources that helped to increase their efficiency in data collection and analysis, planning and basic computer knowledge. Training is offered for many word processing applications such as Word, Excel, PPT, Outlook, Edline. These workshops are available to all staff members and for those that required follow up, additional training is available. Training is also available for on-line subscriptions such as Putnam BOCES SS, Reading Street, Mathfacts, GoMath, GoMath Academy, and Star Products. Staff receives training in instructional initiatives some of which include Blood Born Pathogen Resource, DASA, Child abuse, Right to Know, Internet Safety. These courses are included in our on-line digital library purchased through SafeSchools Online Training.

Additional PD will be offered to all teachers in the use of iPads in education, Google Apps for Education and Apple Classroom. This PD will be delivered by a combination of Nassau Boces Model Schools, courses conducted by Apple and also in house teacher lead training.

- 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
Director of Technology	1.00
Curriculum Director	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	Tablets	450,000	One Time	<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 Material Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
2.	Professional Development	40,000	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
3.	Interactive Displays/Projectors/Whiteboards	60,000	One Time	<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 Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
4.	Printers	8,000	One Time	<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 Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
5.	Staffing	90,000	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 Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
Totals:		648,000.00		

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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.

FPBSD plans on increasing access to technology with the use of IPADS which includes integrating I-Tunes U to the list of available Apps. The district has made available several computer programs for parent/student use at home, including Ren Learning, and GoMath Academy. For Teachers the district has purchased a subscription to Office 365 which allows the teachers to install Office on personal devices. As part of our 1-to-1 iPad plan, teachers will be receiving iPads for use in school and at home, in addition by implementing Google Apps for Education teachers will be able to access work documents at home. For Students the district is exploring a 1-to-1 roll out of iPads to the 5th and 6th grade students for use in school and at home, in addition by implementing Google Apps for Education students will be able to access educational content at home.

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.

Floral Park Public library

Instructional Technology Plan - Annually - 2016

Instructional Technology Plan Implementation

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I. Instructional Technology Plan Implementation

- 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.**

Date	Action	Desired Outcome
Fall 2016	Install Additional Cabling and Access Points	Increase our wireless coverage and density to support additional mobile technology.
Fall 2016	<ol style="list-style-type: none"> Purchase Tablets to implement a 1-to-1 in grades 5 and 6. Provide professional development to staff on Google Apps for Education and Apple Classroom Conduct Parent meetings to explain and answer questions about the program. 	<ol style="list-style-type: none"> Acquire and configure new iPads to support a 1-to-1 program. Give teachers the knowledge to successfully implement and use a 1-to-1 program in the classroom. Give parents the necessary information to understand the 1-to-1 program.
Winter 2016/17	Distribute new mobile technology to students.	Teachers and Students will be able to utilize the technology in the classroom.

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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.**

Evaluation of the implementation of Floral Park Bellerose’s Technology Plan will be conducted with teacher input of classroom observations. Teacher surveys on the effectiveness of the technology will be distributed and analyzed by administration and the technology committee. The district will hold two annual open forums for parents, teachers, and community members for any questions or concerns regarding the technology plan. Use of technology in the classroom will be reported through the technology committee by observations and actual use of the devices. Grade level expectations will be measured by computer and classroom teachers. Students will learn computer skills in the lab which will include practical assessments. Teacher proficiency will be addressed through surveys, needs assessment and self-reflection reviews. This will assist the district in decisions regarding the effectiveness of the plan. The technology committee will meet on a regular basis throughout the year regarding staff feedback in improving technology.

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

	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	http://www.floralpark.k12.ny.us/files/_2YKJA_e9d1ff4ae2b1d1d33745a49013852ec4/DOC_7315.pdf	2013
Internet Safety/Cyberbullying*	http://www.floralpark.k12.ny.us/files/_2YKiA_71cb737f451a6aa93745a49013852ec4/DOC_7552.pdf	2013
Parents' Bill of Rights for Data Privacy and Security	http://www.floralpark.k12.ny.us/pages/Floral_Park-Bellerose/Parents/Parents_x27_Bill_of_Rights	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)