

Instructional Technology Plan - Annually - 2016

LEA Information

Page Last Modified: 07/08/2016

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 | 3,232 | 56 | 809 | 726 | 690 | 922 | 29 |

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

Dr. Michael Israel

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

Assistant Superintendent

Instructional Technology Plan - Annually - 2016

Instructional Technology Vision and Goals

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B. Instructional Technology Vision and Goals

1. Please provide the district mission statement.

We are dedicated to providing our children with an education of the highest caliber. Our future rests in the hands of today's youth. Education is the key to improving the quality of their lives. Together we accomplish this mission:

We effectively use technology resources to empower children in their daily lives.

We are committed to knowing each child as an individual; providing that child with necessary skills, attitudes, and knowledge needed to be a complete individual.

We recognize and celebrate diversity by reinforcing morals and values.

We will provide strong leadership, safe environment, clear goals, high expectations and continuous assessment.

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

Advancements in technology continue to accelerate with increased access to information, requiring new methods of learning and teaching. Our schools have the responsibility to provide all students with the skills necessary to succeed in this 21st Century global society. To be responsive to constant change requires us to become lifelong learners. It is essential that students gain and continue to develop skills needed to efficiently, accurately and responsibly access, acquire, apply, assess information then transform it into knowledge.

Over the next three years, Glen Cove City School District plans to achieve our goals by placing technology in the hands of students and teachers for instructional use. This includes a 1:1 classroom iPad and Chromebook initiative for students; enhancing their ability to demonstrate creativity, innovation, collaboration, communication, information fluency and digital citizenship.

To meet this challenge, the Glen Cove City School District is committed to providing a comprehensive, technology-rich curriculum, supported by a commitment to ongoing professional development for all educators and staff, and access to technological resources and opportunities. The Glen Cove City School District's primary goal is to provide the educational opportunities that will allow its students to grow into productive 21st Century adults who are college and career-ready. The core educational values that the district strives for include:

- To develop primary skills in reading, writing, math, science, social studies, and technology while adhering to common core and ISTE guidelines.
- To develop student problem solving, critical thinking, and decision-making skills.
- To develop intellectual curiosity and appreciation for the creative arts.
- To develop a culture for lifelong learning.
- To develop practical skills for real-life employment.
- To cultivate social awareness and acceptance of diversity while maintaining digital citizenship.

Glen Cove City School District plans on enhancing students learning experiences through technology. The district plans on eliminating network bottlenecks, assuring data is delivered in a timely manner by upgrading our LAN and wireless infrastructure. We will implement these goals through the following vision:

- Upgrade access layer switching infrastructure within schools to support speeds up to 1GB for end devices including access points, desktops, VoIP phones, and mobile devices.
- Upgrade wireless infrastructure 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.
- Continue to equip schools with a variety of new technology options including demo units, labs, video/editing, interactive whiteboards, electronic gradebook, wireless laptop and tablets.
- Staff development will be provided to support teaching and learning with a variety of technologies integrated into New York State & ISTE curriculum including PowerSchool, Data Warehouse and eBoard.
- Teachers will incorporate technology tools into the standards-based curriculum, in order to support student investigations and real - world experiences into the teaching and learning environment; while adhering to Common Core or ISTE standards.

Continue to provide assistive technology in the classrooms of students with special needs to ensure teachers of the capabilities to facilitate learning in the most efficient methods.

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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 implementation of Glen Cove School District's Technology Plan is a continuous process requiring ongoing evaluation. The district maintains a Technology Planning Committee to receive evaluations from various sources:

Parents and members of the community – It is vital that we have input from student parents whom are members of our community. It is their role to let the committee know of concerns and recommendations based on the daily interaction and feedback from their children.

Board of Education established policy regarding the use of technology in the district consistent with its other educational and administrative policies. It has the responsibility to examine the impact the technology is having on all of the district's programs, and to recommend to the community sensible funding mechanisms so that technologies are available to our district.

Superintendent – Identifies and holds accountable all of the employees who are performing specific duties implementing the use of technology in the schools. The Superintendent does this through consultation with the Assistant Superintendent of Curriculum and Instruction and other district experts as well as by providing district support to those charged with the implementation.

Assistant Superintendent for Curriculum and Instruction – Supervises the Director of Technical Services and reports to the Superintendent on the success that technology is providing in educating students and managing the district's needs. The Assistant Superintendent determines the staffing needs required to meet the technological needs of the district and makes recommendations to the Superintendent.

Director of Technical Services – Responsible to carry out the vision for the use of technology based on the educational and administrative needs for the district in consultation with all stakeholders. As such, the Director must also make sure that there is adequate training and support for the use of technology in the District.

Principals - Identify the instructional models used in their buildings, and evaluate teachers in the use of good instructional practices using technology. It is their responsibility to encourage the use of technology in instruction, and to identify the needs in their respective buildings.

Department Coordinators – They serve as models for the integration of technology in instruction, and also serve as conduits for the implementation of the plan to the classroom level.

Library Media Specialists –Help build the computer literacy skills among the students, and the technology capability of the classroom teachers by providing both in-lab and in-class instruction for both students and teachers. Not to be “stand alone”, these staff members work in conjunction with the classroom teachers by introducing new technologies and by assisting teachers in determining the best way to integrate technology in instruction.

Teachers –Use technology appropriately and to the greatest benefit in the learning of their students. To accomplish this, teachers are responsible for learning to use technology appropriately and for examining ways to incorporate it.

Tech Committee meetings will generally take place the second Wednesday of every month subject to schedule changes.

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. Glen Cove City 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. We feel financial help from the Smart Schools Act will put us in a better position to close this gap.

Funding for sustainability and regular integration into classrooms.

Funding for technology front and back end support.

Funding for professional development

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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?

BOCES, 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"> <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 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 |

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 | 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?**
 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) | 900 | 900 |
| Laptops/Virtual Machine (VM) | 312 | 312 |
| Chromebooks | 0 | 0 |
| 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 | 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 | 1,000 | 1,000 |
| Totals: | 2,262.00 | 2,262.00 |

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)?

10

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 funding would allow us to hire classroom tech support staff for integration of current technologies.
 Specialized professional development to assist faculty in learning and adapting these technologies in the classrooms for all students including disabled students.
 Funding for IT staff or outside technology support to increase backend systems and maintain current environment while moving to a more advanced and capable network infrastructure.

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

| | Number of devices in use |
|-------------------------|--------------------------|
| Document Cameras | 83 |
| Flat Panel Displays | 703 |
| Interactive Projectors | 101 |
| Interactive Whiteboards | 138 |
| Multi-function Printers | 36 |
| Projectors | 151 |
| Scanners | 132 |
| Other Peripherals | 0 |
| Totals: | 1,344.00 |

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

(No Response)

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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 | 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 | 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.**

None at this time.

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

Castle Learning, Think Central, IXL, Safari Montage, Read 180, add Renaissance Star

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

Britanica Online School Edition k-12
 BrainPOP Combo
 Tumbleweed Press
 Noodle Tools
 World Book

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).

Demographic Updates (emergency contacts, automated calls, phone numbers)

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 |
|------------------------|------------------------|
| Director of Technology | 1.00 |
| Information Tech Spec | 1.00 |
| Data Administrator | 1.00 |
| Information Tech Asst | 1.00 |
| Computer Support Spec | 1.00 |
| Tech Aides | 3.20 |
| | 8.20 |

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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 Glen Cove City School District continues its commitment to implementing a leading edge digital learning environment. Digital technology will promote student creative and critical thinking allowing them to develop innovative products and processes. Additionally, the district will create situations where students and teachers are participants in a global learning environment using the Internet to connect experts from around the world with the Glen Cove City School District. Applications such as Skype and Moodle will be used to facilitate this type of learning. Collaborative tools such as wikis, blogs and Noodle Tools have been introduced as a new form of communication. Teachers will advocate and practice safe, legal, and responsible use of information and technology illustrating digital citizenship. We also maintain an Internet Radio Station, a TV studio and two digital Language Labs, in the High School and Middle School.

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.

The district's instructional technology plan has resources aimed at providing special instruction to students with disabilities. Studies have proven these students learn more effectively when information is delivered to them in a multi-modal approach. Teachers must have the capabilities to present lessons in a variety of physical, visual and auditory modus. We continue to accomplish this by planning for additional Smart Board technologies, auditory trainers, Naturally Speaking by Dragon integrated literacy solution, iPad tablets, books on CD and Braille to allow teachers the flexibility to design specialized instruction to address a wide range learning styles and needs. Software such as Read 180, System44, iRead, Fast Math and Touch Math, Learning Ally, EDpuzzle, and IXL are assistive technologies directly integrated into students IEP reports.

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 district has continued to address the needs for assistive technology. To further assist students with special needs the district will assess assistive technology products. Our Special Education department has been spear-heading the use of iPad in an educational setting. They currently have 60 iPads with some in a "5 per classroom" and others in a "one-per-teacher" configuration. Currently, this equipment is being individually managed by the department and teachers. This summer additional iPads will be placed in special needs student's classrooms and a MDM, (mobile device management), system will be implemented to manage these devices remotely. We have installed Dragon Naturally Speaking for both instructional and administrative use. Software such as Read 180, System 44, iRead, Touch Math, Fast Math is available for students on the tablets. The districts fundamental goal of the summer 2015 iPad rollout is to place more tablets in the hands of students with special needs to facilitate learning in a more effective manner. District plans include professional development to train special educators in the effective use of technology for all learners. In addition, the district provides assistive technology for students in out of district placements.

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

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Curriculum and Instruction

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- 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).**

Teaching in the 21st century now requires educators to embrace technology. This includes educators of English Language Learners (ELLs). Research and practice show that ELLs acquire language best when listening, speaking, reading, writing and viewing are integrated. To that end, the district's instructional technology plan includes resources geared to facilitating and enhancing ELL instruction. ELL educators have access and utilize SmartBoard technology, laptops, mini PC's and I-Pads as well as the educational media, digital learning object and delivery platforms *Discovery Ed* and *Safari Montage*. In addition, they utilize student-centered apps that help make learning more engaging and interactive while developing a deeper understanding of language and content as well as teacher-centered apps that help teachers develop innovative lessons, monitor progress and implement the Common Core Standards. They include but are not limited to *Aurasma* (image recognition technology that uses a tablet's camera to recognize real world images and then overlay media on top of them in the form of animations, videos, 3D models and web pages), *Reading A-Z* (provides leveled readers, vocabulary and comprehension activities, assessment tools, instructional guides and practice pages for all levels of reading and language development), *Raz-Kids* (for differentiated, independent reading and data collection), *Vocabulary A-Z* (geared for entering/emerging ELLs), *Science A-Z* (provides differentiated, graphic, instructional and collaborative materials), *Readworks.org*, *Newsela* (ELA), *Aaamath/Aaamatematicas* (bilingual math materials), *Splashmath.com*, *Starfall* (for beginner phonics/reading, *Superteacherworksheets* and *ABCteach*.

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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.**

Staff development will focus on using technology to foster Teaching for Understanding, active learning, inquiry-based learning and alignment to the Common Core standards. Formal professional development opportunities will be made available and will include the use of video in the classroom, the use of SmartBoards/BrightLinks and SmartBoard software, the use of probes in the sciences, use of productivity software, and the use of creative uses of technology, such as the use of labs in music education.

Staff development will be provided by people who are known to demonstrate good pedagogical practices and integrate technology into these practices. Making research available to teachers, collecting and distributing known “best resources”, and including the use of technology in all curriculum writing projects, will assist in facilitating meaningful use of technology in instruction.

Staff development will be provided to support teaching and learning with a variety of technologies integrated into New York State & ISTE curriculum. This goal will be accomplished by: (a) refining an organized plan for ongoing professional development which addresses content area integration and technology applications (b) provide professional development to teachers on the resources available in each library. As previously stated, an organized plan of ongoing technology professional development which addresses content area integration and technology applications will be developed. This plan will include the resources necessary to integrate technology to enhance and create meaningful instruction. This will include project-based learning, expanding each individual’s repertoire of technology skills, effective use of software, screening and selecting the most appropriate software, and adapting to technological improvements. Staff development will also take place informally through teachers’ sharing of best practices during department and building level meetings. Additionally, teachers have already begun to have collegial discussions regarding their use of new technologies in their classrooms. There will be continued opportunities for teachers to participate in training of new technologies, as well as good pedagogical practices, which will incorporate the use of technology. When available and appropriate, teachers and administrators will have the opportunity to participate in conferences or presentations where technology uses are being demonstrated or explored. Additional support will be provided by our partnership with NYIT Teacher Center. Faculty and staff will have an opportunity to participate in administrative systems training. This training will include PowerSchool, Data Warehouse and eBoard training, as well as any other new or existing systems that are adopted by the district. All personnel, (administrators, teachers, clerical etc...) who require the training will be included. Details of staff development strategies and actions can be found under Goal Two of the Technology Action Plan.

- 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 |
|---------------|------------------------|
| IT Specialist | 1.00 |
| HS Librarian | 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 | Broadband | 90,000 | Annual | <input checked="" type="checkbox"/> BOCES Co-Ser Purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input 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 |
| 2. | Network Cabling | 204,000 | One Time | <input checked="" type="checkbox"/> BOCES Co-Ser Purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" 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. | Wi-Fi | 221,000 | One Time | <input checked="" type="checkbox"/> BOCES Co-Ser Purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" 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. | Staffing | 300,000 | 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 checked="" 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. | Professional Development | 62,400 | Annual | <input checked="" type="checkbox"/> BOCES Co-Ser Purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" 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: | | 877,400.00 | | |

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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 school district is implementing a 1:1 beginning with our incoming 6th grade students. Each sixth grade student will receive an iPad for use in school as well as at home. Our plan is to continue the initiative as long as budgetary considerations allow us. We have also given each teacher in all buildings an iPad for use at home and in school for instructional purposes.

For wired access at home, we are working with Optimum – Cablevision to get a low—cost internet service for needy homes. They already offer subscription services to all of Glen Cove. Verizon has expanded its service area in Glen Cove making its competitive service available to more households.

Optimum is improving its Wi-Fi access on school property for the outside of our buildings - allowing free log-ins. Also Optimum Wi-Fi is available at various locations around the Glen Cove community and also offers free log-ins.

We also give students and parents access to various web-based educational software applications that are used in the District, such as Read180 and IXL.

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.

Library
 Restaurants/Cafe's such as Starbucks and Dunkin Donuts
 Boys and Girls Club
 YMCA

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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.**

| | |
|--|-------------------------------|
| New iPads | 2015-2018 |
| Upgrade WAN Bandwidth to meet needs | Summer 2016 |
| Install Security Cameras for buildings | Life of this Plan (2015-2018) |
| Install 321 new Wireless Access Points | Summer 2016 |
| Upgrade switch uplinks from 1G to 10G | Summer 2018 |
| Upgrade building WAN links from 1g to 10G | Summer 2018 |
| Replace EOL core switch at Primary and Data Center | Summer 2015 - 2017 |
| Upgrade 1g - 10g in Labs in HS and MS | Summer 2018 |

Staff development will be provided to support teaching and learning with a variety of technologies integrated into New York State & ISTE curriculum.

This goal will be accomplished by: A consultant will provide professional development to support the new iPad initiative

Staff development will also be enhanced through teachers' sharing of best practices during department and building level meetings.

Collegial discussions among staff will take place regarding their use of new technologies in their classrooms.

Teachers and administrators will have the opportunity to participate in conferences or presentations where technology uses are being demonstrated or explored.

Additional support will be provided by our partnership with NYIT Teacher Center.

Faculty and staff will have an opportunity to participate in administrative systems training including PowerSchool, Data Warehouse and eBoard

Training Goal:

Staff development will be provided to support teaching and learning with a variety of technologies integrated into the New York State Common Core

Learning Standards & ISTE curriculum.

Measurable Objectives

A wide variety of staff development will continue to be offered in-house, throughout the school year and at various scheduled times.

100% of staff will be proficient in the use of administrative technologies, including data warehousing, eBoard, and PowerSchool/PowerGrade (gradebook), and the use of OASYS

Refine an organized plan of ongoing technology professional development which addresses content area integration and technology applications.

- Identify providers of content area technology for staff development.
- Include follow-up support (model lessons, consultants, teachers, student ambassadors, etc.)
- Vary times when courses are offered.
- Demonstrate knowledge to colleagues (department/faculty/grade level meetings)
- Offer core technology staff development and elective courses (through districtwide staff development offerings) that integrate technology into the curriculum
- Curriculum guidelines PD Hours in Contract
- Budgeted \$\$ for PD
- Grant Writing
- BOCES
- My Learning Plan courses
- BOCES trainers in-house for
- one-on-one
- Vendors – online trainers
- How-to Videos

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Monitoring and Evaluation

Page Last Modified: 06/29/2016

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 continue with the Technology Committee which is comprised of administrators, teachers, staff and parents to gather information and evaluate the districts progress of our technology initiatives. We have also created building technology committees to allow feedback from building levels to the Technology Committee on recommendations and progress they are making within the building.

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

| | URL | Year Policy Adopted |
|---|---|---------------------|
| Acceptable Use Policy -- AUP | http://www2.glencove.k12.ny.us/departments/instructional_technology | 2005 |
| Internet Safety/Cyberbullying* | http://www2.glencove.k12.ny.us/Assets/District_Documents/052616_Glen_Cove_City_Policy.pdf?t=635998737266000000 | 2012 |
| Parents' Bill of Rights for Data Privacy and Security | http://www2.glencove.k12.ny.us/Assets/District_Documents/072914_parents-bill-of-rights.pdf | 2014 |

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Survey Feedback

Page Last Modified: 06/30/2016

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)