

Instructional Technology Plan - Annually - 2016LEA Information

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	6,624	246	1,208	1,310	1,503	2,314	43

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

Marc Epstein

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

Instructional Technology Plan - Annually - 2016

Instructional Technology Vision and Goals

B. Instructional Technology Vision and Goals

1. Please provide the district mission statement.

The purpose of education in the Great Neck Public Schools shall be to kindle a desire and provide the means for an intellectual, emotional, moral, social, and physical development leading to knowledge and excellence; to help each child acquire, according to his/her capabilities, the power and will to learn and to live a creative life as a member of a democratic society; and to help each individual student develop the will to explore and enlarge the realm of the human mind and spirit.

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

The mission of the Instructional Technology program of the Great Neck Public Schools is to assess the status and utilization of current educational technology and telecommunications services, summarize our budget plans, link them to our elementary and secondary technology standards and our staff development initiatives, and prioritize future technology needs to maintain and enhance an educational environment that is supported, strengthened, and enriched by information and communications technology.

Educational technology shall include all electronic tools and telecommunications services that advance the educational mission of our school district by facilitating the process of gathering, interpreting, representing, managing, and communicating information, solving problems, expressing creativity and ideas, and understanding concepts and content.

Technological innovations within the past two decades have transformed education. Students are constructing meaningful knowledge using modern technological tools while meeting rigorous federal, state and local standards. Classroom teachers are evolving from knowledge dispensers to learning facilitators. The limitations of the four classroom walls have been surmounted by instantaneous access to peers and colleagues in other schools, states, and countries, experts in their fields of study, and rich electronic governmental, library and commercial multimedia resources. The Internet has become an indispensable tool for curriculum delivery and support, as well as communication between and among students, teachers, administrators, and the local and global community.

There is no universal mathematical formula that defines technology integration. Instead, technology can have the greatest impact when it is matched with the teacher's interests and abilities and selected based on its unique capabilities to impact instruction. This technology plan is based on a core set of assumptions and beliefs, which are listed below, about how educational technology strengthens the teaching and learning process:

1. Technology improves personal and professional productivity.
2. Technology enhances a teacher's ability to create, deliver and manage instruction.
3. Technology individualizes instruction for students with various instructional needs who develop knowledge and skills at different rates with different learning styles.
4. Technology helps students visualize abstract concepts and provides remediation or enrichment.
5. Technology promotes higher level thinking skills and problem-solving strategies.
6. Technology enhances research by helping students access, interpret and evaluate information.
7. Technology facilitates access to human and electronic resources that are otherwise unavailable.
8. Technology nurtures the creative expression of written, visual and auditory information.
9. Technology facilitates communication between the home, the school, and the community.

Goals

1. Expand and increase our local and wide area network bandwidth, our wireless network bandwidth, our Internet bandwidth, and back-end SAN, virtualization, network security, and video surveillance/access control systems.
 2. Maintain current technology equipment throughout the district with a six-year replacement cycle.
 3. Maintain classroom presentation systems with projectors, SMART Boards, and document cameras, and begin the process of upgrading to interactive flat panel displays.
 4. Expand our 1:1 tablet initiative to encompass all staff and students in Grades 4-12.
 5. Expand our e-book, software, apps, and online subscriptions for compatibility with new operating systems to meet instructional needs.
 6. Continue our Technology Academy Staff Development Program and Staff Developer initiatives to provide strategies that support teachers in their integration of technology with the curriculum.
-

Instructional Technology Plan - Annually - 2016

Instructional Technology Vision and Goals

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.

In the Great Neck Public Schools, we have established a school-based, collaborative technology planning model for our instructional technology program. Each school, our central administrative office, and our United Parents Teacher Council, forms its own technology committee comprised of key stakeholders representing all staff constituency groups. At the elementary level, these school-based committees meet monthly before school and include representatives from each grade level, technology, library, special areas, and building administration. At the middle school level, these committees meet twice monthly after school and include representation from each department, technology, library, and building administration. At the high school level, these committees include student representation and meet at least twice monthly during the school day and include representation from each department, technology, library, and building administration.. At the central office level, these committees meet once per month and include representatives from curriculum and instruction, business, human resources, information systems, technical support, and instructional technology. At the parent/community level, these committees meet bimonthly and include representatives from the parent community at the elementary, middle school, and high school levels. The Technology Director attends all technology committee meetings in all buildings with all groups to provide coordination and leadership. The agenda for these meetings include all aspects of our technology program, including the development of technology plans, goals, objectives, equipment needs, software needs, online subscription options, program implementation, curriculum integration, Internet safety and digital citizenship, technical support needs, staff development needs and opportunities, and evaluation of our program. The outcome of these meetings are the achievement of specific goals developed by each committee each year that are relevant to each building. Those goals identified but not achieved during a particular school year are carried over to be addressed the following school year.

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.

1. Budget challenges to update our wired wide-area and local-area network infrastructure for greater bandwidth.
 2. Budget challenges to improve and upgrade our wireless network infrastructure.
 3. Budget challenges to maintain, expand, and support our 1:1 tablet initiative for full implementation.
-

Instructional Technology Plan - Annually - 2016

Instructional Technology & Infrastructure Inventory

C. Technology and Infrastructure Inventory

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

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

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

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

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

Nassau BOCES

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

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

Instructional Technology Plan - Annually - 2016

Instructional Technology & Infrastructure Inventory

	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 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
Maximum Circuit Speed Within a School Building	<input type="checkbox"/> Greater than 10 Gbps <input type="checkbox"/> 10 Gbps <input checked="" type="checkbox"/> 1 Gbps - < 10Gbps <input type="checkbox"/> 100 Mbps- < 1 Gbps <input type="checkbox"/> 50 Mbps - < 100 Mbps <input type="checkbox"/> 10 Mbps - < 50 Mbps <input type="checkbox"/> Less than 10 Mbps

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

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

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

1

8. **Do you have 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?**

Instructional Technology Plan - Annually - 2016

Instructional Technology & Infrastructure Inventory

	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)	1,376	1,376
Laptops/Virtual Machine (VM)	589	589
Chromebooks	2	2
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	800	800
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	4,537	4,537
Totals:	7,304.00	7,304.00

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)?

18

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.

1. Dedicated staff member(s) who would be able to coordinate AT services, equipment and evaluations across the district.
2. Professional development for special/general education teachers and IT staff in order for them to be comfortable using assistive technology. This will allow for them to support students with assistive technology recommendations. This could be done by the staff described above.
3. Assistive technology assessment training and equipment/software for our staff so we can do our own assessments.
4. Alternative equipment sets that include such things as extra large keyboards, giant trackballs for us to use with students to ascertain the need during trials. These would also be helpful to use while conducting our own assessments.

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

	Number of devices in use
Document Cameras	300
Flat Panel Displays	30
Interactive Projectors	0
Interactive Whiteboards	500
Multi-function Printers	50
Projectors	550
Scanners	100
Other Peripherals	59
Totals:	1,589.00

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

- 50 - Digital Cameras
- 8 - Polycom Video Conferencing Units
- 1 - Star Lab Portal Planetarium

Instructional Technology Plan - Annually - 2016Instructional Technology & Infrastructure Inventory

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?

Not Applicable

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

18a. Please provide details if response to Question 18 was Other.

As a field test site for computer-based tests, our biggest concerns are not any of the options listed above. Our concerns include: 1) Not knowing the length of the testing window as we would prefer not to test all of our students at the same time due to capacity concerns regarding devices and technical support; 2) Uncertainty as to whether all of our procedural and design feedback from field testing will be incorporated into the operational computer-based tests; and 3) Our students currently prefer paper-based tests.

Instructional Technology Plan - Annually - 2016

Software and IT Support

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	Yes
Apple iOS 7 or greater	Yes
Chrome OS	Yes
Android	No
Other	Yes

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

Linux

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	No
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.

1. Smart Notebook
2. Microsoft Office
3. Google Apps for Education including Google Classroom
4. Apple iLife Suite
5. Notability

Instructional Technology Plan - Annually - 2016

Software and IT Support

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

1. WorldBook Online/Grolier Online
2. BrainPop/BrainPop Jr.
3. BookFlix/TrueFlix/FreedomFlix/PebbleGo
4. Discovery United Streaming
5. Gale Resource Center/Gale Archives Unbound

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).

1. Immunization Records
2. Payment Processing
3. Document Posting/Reports

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	0.50
Coordinator of Information Systems	2.00
Coordinator of Technical Support	1.00
District Technician	6.00
	9.50

Instructional Technology Plan - Annually - 2016

Curriculum and Instruction

E. Curriculum and Instruction

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

The major focus of our Instructional Technology program is the integration of technology with the PreK-12 classroom curriculum. To implement this goal, the elementary, middle, and high school levels have developed and implemented technology standards that students achieve before moving up to the next instructional level. These standards meet or exceed the technology standards that were developed by the International Society for Technology in Education and link with Common Core standards adopted by NYS to ensure that they are consistent with, and externally validated by, nationally recognized educational technology standards.

At the elementary level, our technology standards are delivered to students through regularly scheduled computer instruction in fully equipped and networked Computer Instructional Centers (CICs) as well as in classrooms and through enrichment programs. All students in Grades 3-5 receive lessons in CICs on a weekly basis, while PreK-2 students are scheduled for modules. Students use laptops and iPads on a daily basis, while teachers collaborate with technology staff developers to integrate technology with the curriculum and utilize a CIC or wireless laptop or iPad cart on a sign-up basis.

At the secondary school level, various applications are taught to middle school students through regularly scheduled and required computer and/or technology education classes. At the high school level, students are required to take at least one full credit of computer coursework as a prerequisite for graduation from a variety of offerings from various departments. Our secondary schools have also implemented a 1:1 iPad curricular initiative which currently spans Grades 5-10.

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.

- For students with hearing or auditory processing difficulties, we supply/access individual FM units to match any personal equipment students may have, such as hearing aids or cochlear implants.
- For students with speech/language communication difficulties, we offer alternative/augmentative assessments and communication devices from low tech (PECS) to high tech such as speech generating devices and apps.
- For students with difficulties learning, reviewing materials and/or accessing materials, we supply technology including electronic textbooks, calculators, access to word processors/computers/tablets, closed captioning/CART services, access to slant boards. For those who need different access to technology we use alternative keyboards, trackballs, touch screens, adaptive grips and more.
- Students needing assistance with the act of process or writing may receive word prediction, graphic organizer and/or note taking technologies as appropriate.
- Students with visual impairments access devices including brailers, iPads, JAWS, switches, closed captioning and more.
- Students with orthopedic needs receive access or referral to medical personnel for orthotics, wheelchairs, braces, standers, walkers, and/or adaptive seating.

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.

Training is offered as needed to staff, students and families so they are able to use the above technologies as appropriate. This district encourages students to participate as fully as possible in all academic areas by using specialized technology only as needed to increase independence.

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

Instructional Technology Plan - Annually - 2016Curriculum and Instruction

- 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).**

Our instructional technology plan addresses the needs of English Language Learners in a variety of ways to ensure access to instruction, materials, and assessments. We have a TESL program throughout the elementary, middle, and high school levels. ELL fully participate in our 1:1 iPad Initiative in Grades 5-10 and will be considered by school committees along with all other classrooms to receive the interactive flat panel displays included in our Smart Schools Bond Act Investment Plan. In TESL classrooms, we have leveraged our access to Title III funds to provide additional technology in the form of desktop computers, laptop computers, iPads, projectors, SMART Boards, printers, scanners, and translators to support instruction and learning. Our subscriptions to online educational resources are available to all ELL students. Some of these resources are available in multiple languages to support this population.

Instructional Technology Plan - Annually - 2016

Professional Development

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.**

Technology staff development is a high priority component of our district technology plan. Staff members with specific technological and pedagogical expertise, including computer coordinators, library/media specialists and classroom teachers, are paid to instruct courses before school, after school, and during the summer. Teachers are offered inservice credits which lead to salary increments as an incentive for their participation. Technology staff developers have been hired for each school either full-time or part-time depending on the instructional level and building size. They provide ongoing training and support throughout the school day and push into classrooms for training, co-teaching, and modeling.

Methods of Delivery

Inservice Institute: An inservice advisory committee represents teachers, administrators and office staff in our district. The committee is charged with the responsibility of directing the Great Neck Inservice Institute by reviewing and approving course proposals, which often have a technology focus, from prospective instructors, and recommending criteria for evaluating applications for inservice credit for courses sponsored by outside groups.

Technology Academy: An intensive Technology Academy, sponsored by the Inservice Institute, offers courses in the summer, fall and spring that focus on general computer literacy and strategies for integrating technology with the classroom curriculum. The depth, breadth and variety of our course offerings is substantial and constantly changing.

Teacher Center: Great Neck established its own Teacher Center with funding available from New York State. The Teacher Center sponsors technology courses, workshops, and tutorials after school and on Saturdays throughout the school year.

Technology Staff Developers: Workshops and peer training occur informally throughout the school year in each school. Teachers can make appointments with elementary or secondary staff developers who provide curriculum support and training sessions during the school day. These sessions include individual appointments, small group sessions, modeling lessons, and pushing into the classroom to co-teach with colleagues.

Conference Days and Faculty/Grade Level/Department Meetings: Superintendent's Conference Days, faculty meetings, grade level meetings, department meetings, and Personal Learning Community meetings are frequently used for technology staff development throughout the school year.

This setting is a common forum for demonstrating software, apps, and/or Web-based resources, and sharing curriculum integration strategies.

External Sources: Many teachers take advantage of outside workshops and courses sponsored by Great Neck Adult Education, Nassau BOCES, SCOPE, and local colleges and universities. They also attend local, state and national technology conferences and register for distance learning staff development opportunities such as online courses from various professional development organizations.

Topics

Technology topics with curriculum integration strategies are aligned to NYS Professional Development Standards including design, content knowledge and quality teaching, research-based, collaboration, diverse learning, student learning environments, parent, family, and community engagement, data-drive professional practice, technology, and evaluation. The following areas will be highlighted:

- Microsoft Office (Word, Excel, PowerPoint)
- iLife Suite (Photos, iMovie, iTunes, Garageband)
- Google Apps for Education (Docs, Sheets, Slides, Forms, Calendar)
- Google Classroom
- Notability
- Nearpod
- AR360/Subtext
- Lightsail
- Socrative
- Explain Everything
- Book Creator
- TurnItIn
- NoodleTools
- Technology-Based Research
- Curriculum-Specific Apps
- Makerbot 3D Printing
- Robotics
- Coding
- Web Design

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.**

Instructional Technology Plan - Annually - 2016

Professional Development

Title	Number of Current FTEs
Director of Technology	0.50
Technology Specialist	9.00
	9.50

Instructional Technology Plan - Annually - 2016

Technology Investment Plan

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.**

Instructional Technology Plan - Annually - 2016

Technology Investment Plan

	Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual or Both?	Funding Sources May choose more than one source
1	Tablets	150,000	Annual	<input type="checkbox"/> BOCES Co-Ser Purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
2.	Desktops	50,000	Annual	<input type="checkbox"/> BOCES Co-Ser Purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
3.	Laptops	50,000	Annual	<input type="checkbox"/> BOCES Co-Ser Purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
4.	Broadband	50,000	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 type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
5.	Wi-Fi	398,260	One Time	<input 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 checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
Totals:		698,260.00		

Instructional Technology Plan - Annually - 2016

Technology Investment Plan

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

(No Response)

Instructional Technology Plan - Annually - 2016

Status of Technology Initiatives and Community Involvement

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.**

Our district is in the middle of a 1:1 iPad initiative that will increase student and teacher access to technology, both in school and at home. We will be providing a tablet to every student and teacher in Grades 4-12 during the next three years of our technology plan. Currently, all staff and students in Grades 5-10 have been provided with this technology. Curriculum and staff development programs are being implemented for our 1:1 initiative to ensure that students and teachers are learning and using apps and Web-based resources to facilitate the teaching and learning process. Technology staff developers in each school support this initiative in classrooms throughout the district.

Our district is also working closely with Nassau BOCES to initiate some form of discounted broadband access program for disadvantaged families in our community. We have already met with Cablevision to begin conversations about how this might take place over the next three years. In the meantime, we are making our schools available before and after school hours for student WiFi access, encouraging students who don't have WiFi access at home to utilize family, friends, neighbors, the public library, and available hotspots provided by local businesses, to gain WiFi access. We currently make BYOD WiFi access available to all staff in the district, and provide limited BYOD WiFi access to our high school students for personal devices in central locations such as libraries, cafeterias, and main lobbies which complements our 1:1 iPad initiative.

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.**

- The Great Neck library has several branches throughout our school community that provide free WiFi access.
 - Local businesses and restaurants in the town of Great Neck provide free WiFi access, including Starbucks.
 - Cablevision Optimum Online provides Optimum WiFi to Cablevision subscribers throughout the Great Neck community, including the Great Neck train station.
-

Instructional Technology Plan - Annually - 2016

Instructional Technology Plan Implementation

I. Instructional Technology Plan Implementation

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

Fall 2015

- Replacement of 1/6 of our desktop and laptop computer inventory.
- Replacement of malfunctioning projectors and SMART Boards as needed.
- Expansion of our 1:1 iPad initiative to one additional middle school grade and one additional high school grade (Grades 6-10 covered)
- Curriculum and staff development initiative to prepare teachers in grades that are not part of our 1:1 initiative for readiness next year.
- Curriculum and staff development initiative to fully adopt Google Apps for Education and Google Classroom across the district which has been piloted and implemented over the past two years.
- Curriculum and staff development initiative to fully adopt Notability as our note-taking app across the district.
- Curriculum and staff development initiative to expand use of other cross-curricular apps, such as Nearpod and Subtext/AR360.
- Curriculum and staff development initiative to preview curriculum-specific apps for future adoption and implementation.

Fall 2016

- Replacement of 1/6 of our desktop and laptop computer inventory.
- Begin the process of replacing projectors and SMART Boards with interactive flat panel displays.
- Expansion of our 1:1 iPad initiative to one additional middle school grade and one additional high school grade (Grades 5-11 covered)
- Wiring for expanded WiFi access in our elementary schools.
- Network upgrade to improve LAN performance between wiring closets and WAN performance between schools.
- WiFi upgrade to increase WiFi performance in our secondary schools.
- Relocation of existing WiFi access points from secondary schools to elementary schools to increase density from every other classroom to every classroom.
- Curriculum and staff development initiative to prepare teachers in grades that are not part of our 1:1 initiative for readiness next year.
- Curriculum and staff development initiative to build higher level use and greater curriculum integration of Google Apps for Education and electronic workflow with Google Classroom across the district.
- Curriculum and staff development initiative to expand use of other cross-curricular apps for instruction and learning throughout each school.
- Curriculum and staff development initiative to implement curriculum-specific apps for future adoption and implementation.
- Curriculum and staff development initiative to replace print books and textbooks with e-book reading apps such as AR360 and Lightsail, and e-textbooks such as the Discovery Education SS Techbook

Fall 2017

- Replacement of 1/6 of our desktop and laptop computer inventory.
 - Replacement of malfunctioning projectors and SMART Boards as needed.
 - Continue the process of replacing projectors and SMART Boards with interactive flat panel displays.
 - Expansion of our 1:1 iPad initiative to one additional middle school grade and one additional high school grade (Grades 4-12 covered)
 - Curriculum and staff development initiative to support our fully implemented 1:1 initiative.
 - Curriculum and staff development initiative to build upon previous initiatives to achieve higher levels of technology integration with our 1:1 iPad initiative.
 - Increase broadband Internet access from 300 MB/s to 400 MB/s to support additional network and Internet bandwidth needs and meet the FCC broadband standard.
-

Instructional Technology Plan - Annually - 2016

Monitoring and Evaluation

J. Monitoring and Evaluation

1. **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 our technology plan occurs on an ongoing basis to ensure relevance to our curriculum and to emerging technologies and services. Our district emphasizes a philosophy of school-based management; just as budgetary decisions are made in each school in collaboration with central administration, the implementation of our technology plan is monitored and evaluated in a similar fashion. In each school, technology committees comprised of teachers and administrators meet monthly to discuss the implementation of a broad range of technologies in their building. The evaluation process takes several forms. Teachers are surveyed by the technology committee representatives at their grade level or department to assess technology use and establish technology needs. Feedback about problems or areas of concerns are funneled back to the committee for further review and discussion. Teachers are evaluated by building administrators who identify areas in need of improvement which then become part of a teacher's personal goals for the school year. Students provide input into the evaluation process through their participation in student government and at Board of Education meetings, which often discuss technology issues. Surveys and proposal requests are also used to assess the frequency of technology use by students, the content areas that are integrated with technology, the types of technologies that are being used, the technical support needs in the building, and constructive feedback regarding our 1:1 iPad initiative, about which students, parents and teachers are surveyed both informally and formally. Based on these various feedback mechanisms, course corrections, adjustments, and the exploration and adoption of emerging technologies takes place.

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

	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	http://www.greatneck.k12.ny.us/GNPS/Pages/policies/4526CompAccUse.pdf	2015
Internet Safety/Cyberbullying*	http://www.greatneck.k12.ny.us/GNPS/Pages/policies/4526CompAccUse.pdf	2015
Parents' Bill of Rights for Data Privacy and Security	http://www.greatneck.k12.ny.us/GNPS/Pages/policies/5550-EParentsBillofRights.pdf	2015

Instructional Technology Plan - Annually - 2016

Survey Feedback

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?**

None

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

None

5. **Other comments.**

(No Response)

Instructional Technology Plan - Annually - 2016

Appendices

Appendices

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

(No Response)
