

Instructional Technology Plan - Annually - 2017

LEA Information

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A. LEA Information

1. 2015-2016 Student Enrollment

	Total Enrollment	Pre-K Enrollment	K-2 Enrollment	3-5 Enrollment	6-8 Enrollment	9-12 Enrollment	Ungraded Enrollment
Student Enrollment	3,946	55	787	840	912	1,325	27

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

Chris G Connors

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

Director of Technology

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B. Instructional Technology Vision and Goals**1. Please provide the district mission statement.**

The Herricks School District, a Community of Learners, through its educational programs, promotes intellectual curiosity and creative expression, values diversity, and measures success by one's personal development and contribution to society.

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

Herricks Union Free School District will continue to support a district wide-area telecommunications network with access to the Internet. This network connects all classrooms, schools and administrative offices.

Students, teachers and administrators will continue to have access to global information for the classroom, office and workplace.

Our classrooms will be 21st learning environments of inquiry, providing instant access, through the WAN and the Internet, to information resources at the building, district, county, state, national and Global levels. This access will accelerate the routine tasks associated with learning, assessments, thinking and problem solving in all curriculum areas. Our teachers will have access to the most up-to-date achievement data for their students through our telecommunications network linking to the BOCES data warehouse, NWEA, SchoolMeter and the New York State data repository. This data will be used to shape instruction for our students.

As the means of accessing and transmitting information continue to change and require additional skills, our students, teachers and administrators will be provided with appropriate support. The training and time to integrate technology into the teaching/learning environment will allow users to become lifelong learners in an information-rich community and world.

With teachers serving as coaches and facilitators, students will devote more time to higher-level thinking and problem solving in all curriculum areas. Technology and tools, like mobile learning technologies, Chromebooks, Google Doc's, 4k Interactive displays incorporating 21st learning skills, the 4 C's and Flipped classrooms will keep our students competitive in this new Global workplace. Our teachers will continue to accommodate the needs, interests and different learning styles of individual students.

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 response to the educational opportunities made available by dramatic technological innovations in the early and mid-1990s, the Herricks Union Free School district created its first Educational Technology Plan during the 1995 – 1996 school year. That plan was developed through the collaborative teamwork of students, teachers, administrators, parents and community representatives. The plan served as the guide for our initial efforts of incorporating the use of technology into our schools and classrooms. Although originally created as a 3-year plan, it continued to provide direction through the 2000/ 2001 school year. During the 2000/2001 school year, the district Educational Technology Committee developed a second plan to focus our continuing efforts to make appropriate use of new and emerging technologies through the 2003/2004 school year. During the second semester of the 2003/2004 school year the plan was revised to reflect recent changes in initiatives and to provide a framework for the next three years, through 2007. This plan presented a farreaching vision for the effective use of technology in our elementary and secondary schools. We firmly believe that the use of technology will help our students to be better educated and better prepared for the increasing demands of the new Global economy. Each year, the stakeholders reconvene to review and modify the plan as necessary based on currently available technologies and the needs of 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

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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.**

As the need for connectivity has increased, our wireless network lags behind in its ability to handle the larger number of devices that connect to it on a daily basis. We are currently researching the latest technologies for a wireless network and bandwidth upgrade that will be able to handle the larger demands our network is experiencing. We recently introduced several new systems and updated software packages to the district. The district has invested in an online PD program, offering over 150 courses of live and web based content that focuses on technology integration challenges facing our teachers and staff.

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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 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 type="checkbox"/> Greater than 10 Gbps <input type="checkbox"/> 10 Gbps <input checked="" type="checkbox"/> 1 Gbps - < 10Gbps <input type="checkbox"/> 100 Mbps- < 1 Gbps <input type="checkbox"/> 50 Mbps - < 100 Mbps <input type="checkbox"/> 10 Mbps - < 50 Mbps <input type="checkbox"/> Less than 10 Mbps

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

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	Please provide the speed at which classrooms are connected to building wiring/network closet.
Minimum Circuit Speed Within a School Building	<input type="checkbox"/> Greater than 10 Gbps <input type="checkbox"/> 10 Gbps <input type="checkbox"/> 1 Gbps - < 10Gbps <input checked="" type="checkbox"/> 100 Mbps- < 1 Gbps <input type="checkbox"/> 50 Mbps - < 100 Mbps <input type="checkbox"/> 10 Mbps - < 50 Mbps <input type="checkbox"/> Less than 10 Mbps
Maximum Circuit Speed Within a School Building	<input type="checkbox"/> Greater than 10 Gbps <input type="checkbox"/> 10 Gbps <input 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	1	<input type="checkbox"/> Mbps <input checked="" 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)	785	785
Laptops/Virtual Machine (VM)	180	180
Chromebooks	1,050	1,050
Tablets less than nine (9) inches with access to an external keyboard	0	0
Tablets nine (9) inches or greater with access to an external keyboard	0	0
Tablets less than nine (9) inches without access to an external keyboard	1,100	1,100
Tablets nine (9) inches or greater without access to an external keyboard	304	304
Totals:	3,419	3,419

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)?**

6

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 provides district computers, software for home download use and the SOLO literacy suite, which is of the most popular assistive technology accommodations, including a text reader, graphic organizer, talking word processor, and word prediction. The accommodations in SOLO put students in charge of their own learning. We have a district Adaptive Technology Specialists that reviews the needs of our Special Education students and makes recommendations regarding technologies that could benefit our students.

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

	Number of devices in use
Document Cameras	60
Flat Panel Displays	565
Interactive Projectors	0
Interactive Whiteboards	38
Multi-function Printers	5
Projectors	65
Scanners	10
Other Peripherals	0
Totals:	743

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

(No Response)

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

Yes

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

Yes

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

1,800

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

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

(No Response)

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

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

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

(No Response)

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

Compass Learning, Go Math Project, Lead the Way – Launch (STEM), Aimsweb

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

Microsoft Word, Microsoft Excel, Google Chrome, Google Docs, SmartNotebook

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

The New York Times The Washington Post Facts on File: American History Opposing Viewpoints Database Grolier Online Encyclopedia

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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).

Newsletters

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	0.70
Tech Int. Specialist	2.10
Computer Lab TA	2.50
Tech Support Specialist	2.00
Network Engineer	1.00
	8.30

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Curriculum and Instruction

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

The district will continue to enhance student, teacher and staff access to current technological resources in classrooms, learning centers and offices through appropriate distribution of equipment, software, and technical assistance. Educators and administrators will use the most current data accessible by the latest technologies to improve instruction and student achievement. To continue to upgrade our existing voice, video and data networks to improve access to Global educational resources for all students and teachers and to enhance communications at the school, district, and community levels

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 is committed to ensuring that assistive technology devices and/or services are made available to a student with a disability, when appropriate, as part of the student's Individualized Education Program (IEP). Advance planning in the selection and ordering of books will help ensure that students with disabilities receive their instructional materials at the same time as the other students in the class. If the CSE determines that a student needs his or her instructional materials in an alternative format, the IEP will specify the accommodations for the individual student and any related instruction and/or assistive technology devices needed for the student to access the alternative format materials. Instructional materials provided in electronic files can offer many flexible options for a student with a disability to access the curriculum when the files are used with a variety of technology and tools such as computer screens using highlighted and enlarged text, screen readers or Braille printers. Students will have access to appropriate software and hardware in order to provide these materials in an alternative format. This may include, but not be limited to, computers, printers, scanners, alternative keyboards, Braille note takers, tape recorders, screen readers, speaking browsers, screen magnification devices, scan and read, and Braille translation. The district will also access appropriate agencies and resource centers to assist in the conversion of materials into Braille format

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 provides district computers, software for home download and the SOLO literacy suite which is one of the most popular assistive technology accommodations, including a text reader, graphic organizer, talking word processor, and word prediction. The accommodations in SOLO put students in charge of their own learning. We have a district Adaptive Technology Specialists that reviews the needs of our Special Education students and makes recommendations regarding technologies that could benefit our students.

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).**

By the upgrading our wireless infrastructure with the SSBA funds, we will be able to continue to supply more devices like SMART TV's, chromebooks and other networkable equipment. Our ELL's student will be able to better utilize the next generation SmartBoards for the district's co-taught English Language Arts and English as a New Language classes. In addition, students are given digital glossaries to ensure comprehension and to develop independence as ELLs navigate the school day and the materials they must read. ELLs are provided with Chrome books to assist them with their work when they are with their ENL/ESL teachers district-wide. Numerous online programs are used to record students to check on their fluency. Students are also provided with online age and proficiency level appropriate readers in both English, and if available, in their native language.

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Professional Development

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F. Professional Development

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

To support the efforts of our teachers as they incorporate the use of technology into the classroom curriculum, Herricks has a number of different staff development programs. The Herricks Teacher Center Consortium has offered many in-service courses for our teachers and staff. The focus of these courses is on dealing with how to use technology to support the curriculum. The operative phrase for most of these courses is how "the curriculum drives the use of the technology." Perhaps the most interesting and innovative initiatives of our staff development efforts is how the Computer Integration teachers interact with the classroom teachers. Each school has a computer integration teacher supported by the services of a computer lab teaching assistant. The computer teachers meet with the classroom teachers to discuss how the technology can best support the curriculum. We recently introduced several new systems and updated software packages to the district. The district has invested in an online PD program, offering over 150 courses of live and web based content that focuses on technology integration challenges facing our teachers and staff.

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

Title	Number of Current FTEs
Director of Technology	0.30
Tech Int. Specialist	1.90
Computer Lab TA	2.50
District Info Officer	0.30
	5.00

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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	Wi-Fi	930,000	One Time	<input type="checkbox"/> BOCES Co-Ser Purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
2.	Network Cabling	130,000	One Time	<input type="checkbox"/> BOCES Co-Ser Purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
3.	Interactive Displays/Projectors/Whiteboards	170,000	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.	Desktops	90,000	Annual	<input type="checkbox"/> BOCES Co-Ser Purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
5.	Chromebooks	20,000	Annual	<input type="checkbox"/> BOCES Co-Ser Purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
Totals:	0	1,340,000	0	0

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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.**

By upgrading our wireless infrastructure and increasing our bandwidth, we would like to expand our BYOD program. We also plan on increasing the number of portable computing devices (laptops, tablets) to decrease the ratio of devices to student to student and faculty. As the district invests in online databases, these databases are becoming increasingly available to students outside of the school buildings.

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

- Home
- Community
- None

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

Public Library

Instructional Technology Plan - Annually - 2017Instructional Technology Plan Implementation

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I. Instructional Technology Plan Implementation

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

Summer 2017- Finalized SSIP plan. Replace 3 remaining computer labs (desktops). Continue replacement and upgrade of interactive whiteboards

Fall 2017-Submit SSIP to the State

Summer 2018 – Acquire equipment to upgrade wireless technology and begin the wiring and configuration process. Continue replacement and upgrade of interactive whiteboards.

Fall 2018- Acquired Chromebooks to increase access to devices to our students and staff.

Summer 2019 – Complete the installation of the wireless network. Continue replacement and upgrade of interactive whiteboards

Fall 2019- Continue to acquired Chromebooks since newly installed and operating wireless network capacity has increased.

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Monitoring and Evaluation

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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.**

Conduct a survey December and June annually of all administrators, teachers and support staff to assess availability and proficiency with technology applications, frequency of use, attitudes toward technology, level of satisfaction with support services and in-service/training opportunities and use the feedback to revise and update the plan. The data will be analyzed and used to launch discussions or changes to our plan that will better meet the needs of the district. Along with surveys, our technology committee will convene twice a year to discuss and review all action plans and the outcomes of the initiatives

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

	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	https://ny02208178.schoolwires.net/Page/11866	2017
Internet Safety/Cyberbullying*	https://boardpolicyonline.com/?b=herricks&s=137083	2017
Parents' Bill of Rights for Data Privacy and Security	https://boardpolicyonline.com/?b=herricks&s=196896	2017

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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?**

n/a

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

n/a

5. **Other comments.**

n/a

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Appendices

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Appendices

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

(No Response)