

2018-2021 Instructional Technology Plan - 2018

I. District LEA Information

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Section I - District LEA Information

1. **What is the name of the district administrator responsible for entering the Instructional Technology Plan data?**

Dr. Ahunna M. Akoma

2. **What is the title of the district administrator responsible for entering the Instructional Technology Plan data?**

Assistant Superintendent

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

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II. Strategic Technology Planning

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Section II - Strategic Technology Planning

1. What is the overall district mission?

The mission of the Hempstead School District, a Long Island Model suburban-urban culturally diverse public school system, is to ensure that students achieve personal growth and academic success and become productive citizens in a global society, by engaging students, staff, family and community in a comprehensive, challenging curriculum and effective instructional program which responds to each student's needs and aspirations in a safe and nurturing environment.

2. What is the vision statement that guides instructional technology use in the district?

To provide a technologically enhanced learning environment that enables students to acquire life-long skills. The following outlines the Hempstead School District's vision for technology and instructional design, which incorporates the ISTE Standards for Students (<https://www.iste.org/standards/for-students>), and supports learning:

- Provide opportunities for students to be active participants in meaningful learning that engages all learning styles and abilities.
- Develop students' skills in gathering, analyzing, synthesizing, and using information.
- Develop students' critical thinking and problem-solving skills.
- Enhance communication using a variety of media.
- Support current curricula and be flexible enough to adapt to the changing needs of future curricula.
- Support and enhance an interdisciplinary approach to learning.
- Support and enhance the development and refinement of technology-based skills across grade levels.
- Provide direct access to a variety of data and programs through school-wide networks and virtual/online learning opportunities.
- Support alternative forms of assessing student performance.
- Develop students' skills in using software applications which can transfer to college/career/internship environments.
- Provide for opportunities for collaboration on the local, state and global levels.
- Develop skills for Digital Citizenship and Internet safety.
- Foster leadership and responsibility.
- Create a community of 21st century learners.

The ISTE Standards for Students are designed to empower student voice and ensure that learning is a student-driven process. The District is committed to provide the tools and access to resources that will empower all students (general education, students with disabilities, and students of English as a new language) as well as help teachers do their jobs efficiently in delivering curricula using new methodologies that focus more on student-centered and active learning environments.

Our learning environment includes new infrastructure upgrades (Wi-Fi upgrade, increase of Internet bandwidth, upgrade to 10-GB switches with optics, security system upgrades for safety), newly deployed devices (iPads, Windows tablets, desktops, interactive whiteboards, and more), and ongoing professional development for teachers and staff. The District's ENL teachers were provided class sets of tablets to engage students in online tools for English language acquisition. iPads in carts were acquired for special education to engage students in assistive technology applications. We are engaged in a continuous improvement cycle that will include upgrading Cisco phone systems with safety features, expansion of classroom technologies and automation of administrative procedures for efficient management of educational processes, all in support of student learning.

3. List three goals that will drive the attainment of the vision.

	List Goals
Goal 1	To upgrade the District's network infrastructure to support curricula and online learning

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II. Strategic Technology Planning

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	List Goals
	for all students in a safe environment.
Goal 2	Provide instructional technology learning tools, both devices and software or apps that support teaching and learning.
Goal 3	Provide professional development to all teachers and staff on methodologies that will support student creativity, critical thinking, collaboration and intellectual engagement.

4. Do you want to list a fourth goal that will drive attainment of the vision?

Yes

4B. List Goal #4

Expand the District's K-12 curricula to embed technology and research skills into all content areas, including learning with technology and learning about technology.

5. Do you want to list a fifth goal that will drive attainment of the vision?

No

6. Summarize the planning process used to develop answers to the Instructional Technology Plan questions and/or your district comprehensive instructional technology plan. Please include the stakeholder groups participating and the outcomes of the instructional technology plan development meetings.

The District's Technology Committee is engaged in a continuous cycle of needs assessment for improvement planning. The committee is comprised of teachers, administrators, civil service staff, and technical support staff. The committee met once or twice a month during this 2017-18 school year to bring to the fore technology needs from all schools and departments, both instructional and administrative, to inform planning and resource commitments.

Various methodologies were used to gather data such as online surveys, school walkthroughs, interviews of teachers, staff and students to gather relevant perspectives. The BOCES provided data on the state of technology infrastructure that they manage and recommended improvement areas.

In addition, data were obtained from other school-level groups such as the District Curriculum Council, school-based Professional Learning Communities, District's Professional Council, Superintendent's Cabinet, Health and Safety Committee, and the District's Effectiveness and Efficiency Committee (comprised of parents, community and District staff). These committees and workgroups provided technology needs assessment data for inclusion in the technology plan. The Board of Education provided input on how they want to utilize technology to increase their efficiency, reduce paperwork and move to paperless Board documents.

7. Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision.

Hempstead School District views ongoing professional development as a necessary part of all technology and safety initiatives. The District plans to provide professional development related to all systems being implemented such as the new interactive touch LED panels, using laptop carts effectively to reach all learners, and using the safety features of the new phone system. Upon completion of the conversion of the security system software, all key security staff were provided training on the new system. These trainings will continue through the summer so that the teachers will be prepared to start in the fall.

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Through professional development activities, teachers and staff have the opportunity to learn of new and emerging technologies that support teaching and learning, and increase efficiency of administrative functions. A continuous training cycle is necessary to reach organizational goals and to that end, the District employs various professional development models such as:

- Participation in the NasBOCES Model Schools Program which offers a myriad of instructional technology workshops.
- Dedicated PD Specialist – the District just approved the hiring of an instructional technology professional developer to help support District-wide training activities
- Turnkey training or train-the-trainer model
- Tech staff provides single or small group training on District systems and infrastructure.
- Use of Superintendent's Conference Days, PLCs, grade-level meetings, and other forums will be used to provide technology training to teachers on resources and curriculum-specific technologies. Session facilitators include vendors, consultants, Nassau BOCES trainers, instructional technology trainers and District staff.
- Vendor training as new resources are acquired.
- Provision of trainings specific to grade-level or subject-area curriculum needs

Professional development provided this year includes:

- Go Math apps using iPads
- Office 365 Tools -- Forms for formative assessments, Teams, Class Notebook, Sway and Collaborating using OneDrive
- Using formative assessment tools in content areas -- Kahoot!, Socrative, Quizziz, Plickers, Castle Learning, NWEA, Right Reason Technology, Achieve 3000, and more
- Model Schools Training on NearPod and Flocabulary
- PowerSchool and PowerTeacher Pro

A professional development needs assessment of teachers showed that teachers requested more training in the following areas:

- PowerSchool's electronic gradebook, PowerTeacher Pro
- Transitioning from data analysis to instructional practices

8. How will the instructional technology goals be measured and evaluated during and after implementation? Be sure to include any tools or metrics that are part of this evaluation process.

The realization of the instructional technology goals will be measured and evaluated through the continuous improvement cycle which includes ongoing evaluations and data gathering by conducting online surveys (using Survey Monkey, Microsoft Forms or MyLearningPlan), classroom walkthroughs, classroom observations and technology impact on learning, student input, parent and community input, and overall visible improvements and increased access to technology resources.

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III. Action Plan - Goal 1

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Section III - Action Plan

Overview: This section requires specific action steps that will be taken in order to achieve each of the goals presented in Section II of the plan. Each goal will have its own page in the plan. For this page, copy Goal #1, which you listed in Section II, Question 3, and respond to all questions below.

1. Goal #1

Goal 1: Upgrade the District's network infrastructure to support curricula and online learning for all students in a safe environment.

2. Select the NYSED goal that best aligns with this district goal.

4. Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders

3. Target Student Population(s). Check all that apply.

- All students
- Pre-K-2
- Grades 3-5/6
- Middle School
- High School
- Students with Disabilities
- ELL/MLLs
- Migrant students
- Homeless students
- Economically disadvantaged students
- Students between the ages of 18-21
- Students who are targeted for dropout prevention or credit recovery programs
- Other (please identify in Question 3a, below)

4. List the action steps that correspond to Goal #1 from your answer to Question 1, above.

Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	District and BOCES developed a plan to		N/A	Aug.	2018	\$750,000

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III. Action Plan - Goal 1

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	Infrastructure	upgrade all network switches to 10-GB at all schools.	Assistant Superintendent		(08)		
Action Step 2	Infrastructure	Upgrade Wi-Fi infrastructure to Aruba and install an access point in every classroom.	Assistant Superintendent	N/A	Aug. (08)	2018	\$1,900,000
Action Step 3	Infrastructure	Upgrade the fiber cables connecting data closets and upgrade the fiber transceivers to 10-GB.	Assistant Superintendent	N/A	Dec. (12)	2019	\$210,000
Action Step 4	Infrastructure	Increase the number of network drops in each classroom to accommodate workstations, phones, access points and other network-connected devices. Currently, the classrooms only have one drop connecting devices, which slows down connectivity.	Assistant Superintendent	N/A	Aug. (08)	2018	450,000

5. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #1 from your answer to Question 1, above.

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III. Action Plan - Goal 1

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	Other (please identify in Column 2, Description)	Provide a safe environment for teaching and learning by upgrading the video surveillance and communication systems for emergencies. The District began Phase 1 of this project in Winter 2018, using local general funds, to rebuild the security infrastructure (replacing switches and video servers), standardizing to one video management system, and installing door access controls. Phase II will replace all cameras, expand to more areas and include other security features using Smart Schools funds. Phase II of security infrastructure improvement includes upgrading the District's Cisco Unified Call Manager system to include emergency features, and acquisition of new phones with safety alert features, integration with PA systems, and more.	Assistant Superintendent	N/A	April (04)	2019	\$3,000,000
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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III. Action Plan - Goal 1

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	Response)		Response)	Response)	Response)	Response)	Response)

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III. Action Plan - Goal 2

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Section III - Action Plan

Copy Goal #2, which you listed in Section II, Question 3, and respond to all questions below.

1. Goal #2

Goal 2: Provide instructional technology tools, both devices and software or apps that support teaching and learning.

2. Select the NYSED goal that best aligns with this district goal.

2. Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning

3. Target Student Population(s)

- All students
- Pre-K-2
- Grades 3-5/6
- Middle School
- High School
- Students with Disabilities
- ELL/MLLs
- Migrant students
- Homeless students
- Economically disadvantaged students
- Students between the ages of 18-21
- Students who are targeted for dropout prevention or credit recovery programs
- Other (please identify in Question 3a, below)

3B. If 'Other' was selected in Question 3, above, please identify target student population(s).

Non-Public School Students (Sacred Heart and Crescent)

4. List the action steps that correspond to Goal #2 from your answer to Question 1, above.

Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	The District started the process by		N/A	July	2018	\$400,000

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III. Action Plan - Goal 2

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	Purchasing	working with BOCES to replace old equipment and devices.	Assistant Superintendent		(07)		
Action Step 2	Purchasing	District purchased iPads in carts and apps for special education classes.	Other (please identify in next column, to the right)	Director of Special Education	Jan. (01)	2018	\$144,000
Action Step 3	Purchasing	District purchased over four hundred Windows tablets for teachers and students of English as a new language. Training was provided on using these tools.	Other (please identify in next column, to the right)	Director of ESL	Jan. (01)	2018	\$50,000
Action Step 4	Learning	Upon approval of the District's Smart Schools Investment Plan (SSIP), the	Assistant	N/A	Dec. (12)	2018	\$1,900,000

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III. Action Plan - Goal 2

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	Spaces	District will begin a large-scale deployment of laptop and iPad carts, and interactive white boards to facilitate the integration of technology with curricula. This is only possible because of the Wi-Fi upgrade that started this Winter. In addition, the District will replace every obsolete Smart Board and replace with a Promethean LED Flat Panel. As a part of the District's Smart Schools Investment Plan, the non-public schools will also receive devices.	Superintendent				

5. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #2 from your answer to Question 1, above.

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III. Action Plan - Goal 2

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	Curriculum	Acquisition of instructional software that is aligned with NYS/Common Core Standards. Currently, the District uses various technology resources for formative assessment, instructional delivery, and progress-monitoring such as NWEA, Aimsweb, iReady, GoMath, FastMath. Other software and online learning resources include Castle Learning, Achieve 3000, NYLearns, and many other apps used by teachers and students. The District's Technology and Curriculum Committees will continue evaluate these programs for effectiveness and alignment with curricula and students' needs, and acquire annual licenses.	Assistant Superintendent	N/A	Aug. (08)	2018	\$355,000
Action Step 6	Curriculum	Using Smart Schools Bond Act funds, Pilot 1 to 1 computing starting with one elementary (5th), middle school (6th), and high school grade (9th), and repeat each year. Provide training and in-classroom coaching for students and teachers to use the tools effectively.	Assistant Superintendent	N/A	April (04)	2019	\$750,000
Action Step 7		Utilize the learning management features		N/A	Sept.	2018	\$60,000

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III. Action Plan - Goal 2

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	Collaboration	of our student information system to engage students, and parents. The District will be working with BOCES and PowerSchool to implement these features and provide training. Parents and students will be able to monitor progress and seek assistance in a timely manner.	Assistant Superintendent		(09)		
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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III. Action Plan - Goal 3

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Section III - Action Plan

Copy Goal # 3, which you listed in Section II, Question 3, and respond to all questions below.

1. Goal #3

Goal 3: Provide professional development to all teachers and staff on methodologies that will support student creativity, critical thinking, collaboration and intellectual engagement.

2. Select the NYSED goal that best aligns with this district goal.

5. Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies

3. Target Student Population(s)

- All students
- Pre-K-2
- Grades 3-5/6
- Middle School
- High School
- Students with Disabilities
- ELL/MLLs
- Migrant students
- Homeless students
- Economically disadvantaged students
- Students between the ages of 18-21
- Students who are targeted for dropout prevention or credit recovery programs
- Other (please identify in Question 3a, below)

3B. If 'Other' was selected in Question 3, above, please identify target student population(s).

Vocational Academy Students

4. List the action steps that correspond to Goal #3 from your answer to Question 1, above.

Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 1						

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III. Action Plan - Goal 3

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
	Professional Development	The Technology Committee conducted a training needs assessment survey and obtained data from all teachers and staff related to their areas of need and the proficiency levels in using various programs. Data collected is being used to design target professional development for all teachers. In August, the District will train all teachers in the use of formative assessment tools, electronic grade books, Office 365 collaboration tools, and other District-wide apps and instructional software.	Assistant Superintendent	N/A	June (06)	2019	\$89,000
Action Step 2	Professional Development	Provide professional development for teachers on the use of all instructional tools (hardware and software) and the use of formative/summative assessment data to inform and transform instructional practices. This includes teachers of SWD and ENL students.	Assistant Superintendent	N/A	July (07)	2021	\$25,000
Action Step 3		Build capacity to sustain all systems and		N/A	July	2021	\$33,000

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III. Action Plan - Goal 3

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
	Professional Development	improve student achievement by selecting teacher representatives from each school to serve as turnkey trainers. Partner with BOCES Model Schools and other training providers to deliver this train-the-trainer program.	Assistant Superintendent		(07)		
Action Step 4	Professional Development	Build a best practices learning database by recording model lessons and professional sessions to be shared on our web portal.	Library Media Specialist	N/A	June (06)	2021	\$6,500

5. **This question is optional.**
If more action steps are needed, continue to list the action steps that correspond to Goal #3 from your answer to Question 1, above.

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III. Action Plan - Goal 3

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 5	Professional Development	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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III. Action Plan - Goal 4

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Section III - Action Plan

Copy Goal # 4, which you listed in Section II by responding "Yes" to Question 4, and respond to all questions below.

1. Goal #4

Goal 4: Expand the District's K-12 curricula to embed technology and research skills into all content areas, including learning with technology and learning about technology.

2. Select the NYSED goal that best aligns with this district goal.

1. Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning

3. Target Student Population(s)

- All students
- Pre-K-2
- Grades 3-5/6
- Middle School
- High School
- Students with Disabilities
- ELL/MLLs
- Migrant students
- Homeless students
- Economically disadvantaged students
- Students between the ages of 18-21
- Students who are targeted for dropout prevention or credit recovery programs
- Other (please identify in Question 3a, below)

3B. If 'Other' was selected in Question 3, above, please identify target student population(s).

Vocational Academy

4. List the action steps that correspond to Goal #4 from your answer to Question 1, above.

Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 1						

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III. Action Plan - Goal 4

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	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
	Curriculum	Form a combined committee of technology and curriculum specialists to collaborate and design a K-12 technology-embedded curriculum that focuses on relevant skills and standards for college and career readiness.	Curriculum and Instruction Leader	N/A	April (04)	2019	\$36,000
Action Step 2	Curriculum	Obtain the support of the Superintendent, Cabinet, the Board and Community on the technology embedded curricula.	Curriculum and Instruction Leader	N/A	June (06)	2019	\$0
Action Step 3	Professional Development	Provide job embedded and ongoing professional development to utilize the new curricula and instructional delivery methodologies developed by the committee and adopted by the Board.	Curriculum and Instruction Leader	N/A	Dec. (12)	2019	\$0
Action Step 4	Research	Build and assessment tool to obtain data on effectiveness of the new program delivery. Use the data to improve instruction.	Curriculum and Instruction Leader	N/A	July (07)	2021	\$0

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III. Action Plan - Goal 4

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5. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #4 from your answer to Question 1, above.

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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2018-2021 Instructional Technology Plan - 2018

IV. NYSED Initiatives Alignment

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Section IV - NYSED Initiatives Alignment

1. **Explain how the district use of instructional technology will serve as a part of comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students.**

This 2017-18 school year, the District started to replace all obsolete equipment and devices in the schools, and with BOCES and contractors embarked on a major network and security infrastructure upgrade to increase access to online resources. This infrastructure upgrade includes building a new Wi-Fi infrastructure, cabling and upgrade of all switches. With access to resources, we started providing professional development opportunities through BOCES, District staff developers, and vendors to prepare teachers to effectively use technology tools that are currently available. We will be providing training in August to prepare teachers for the new school year.

Student accounts have been created and will be distributed after they sign the Responsible Use Policy and receive Digital Citizenship training at the beginning of the new school year. Prior to my tenure, students were not given individual access and this is changing. Upon approval, we will be using the Smart Schools Bond Act funds to begin increasing access to devices, starting with grade-level and classroom carts, start piloting 1:1 initiatives and expand each year.

With new tools provided to students and teachers, and training on new methodologies for active and personalized learning, and upcoming initiative to integrate technology into every curricula area, the District will realize the objective of using technology to support rigorous academic standards attainment and performance improvement for all students.

2. **Students with disabilities may be served through the use of instructional technology as well as assistive technology devices and services to ensure access to and participation in the general curriculum. Describe how instruction is differentiated using technology to support the individualized learning needs of this student group.**

Students with disabilities in the District are provided both hardware and software resources as prescribed in IEPs. Classified students receive every technology resource that the District provides to general education students, as well as additional assistive technology tools provided through IDEA and other funding sources. Some of the programs used by SWDs include iReady, System44, Read 180, iPad applications, TouchChat, Dragon Speaking, RAZ Kids, and more. Teachers of SWDs use iPad apps and Microsoft reading tools to provide additional assistance in acquisition of foundational reading skills as fluency, accuracy and rate.

Depending on the need, students are assigned their own personal iPads to take home. There are many programs in the District that support students with disabilities with academic and social-emotional skills attainment. Related services providers, speech and language therapists and occupational therapists incorporate apps to support the therapy process and track progress toward reaching the goals of students educational plans.

3. **How does the district utilize technology to address the needs of Students with Disabilities to ensure equitable access to instruction, materials, and assessments? Check all that apply.**

- Class lesson plans, materials, and assignment instructions are available to students and families for 'anytime, anywhere' access (such as through class website or learning management system).
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.

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IV. NYSED Initiatives Alignment

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- Assistive technology is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill.
- Learning games and other interactive software are used to supplement instruction.
- Other (please identify in Question 3a, below)

4. Please select the professional development that will be offered to teachers of Students with Disabilities that will enable them to differentiate learning and to increase their student language and content learning with the use of technology. Check all that apply.

- | | |
|---|---|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Using technology to increase options for students with disabilities to demonstrate their knowledge and skills |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital world | <input checked="" type="checkbox"/> Electronic communication and collaboration |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input checked="" type="checkbox"/> Reading strategies through technology for students with disabilities | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input checked="" type="checkbox"/> Helping students with disabilities to connect with the world |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the special education classroom | <input type="checkbox"/> Other (please identify in Question 4a, below) |

5. How does the district utilize technology to address the needs of English Language Learners/Multilingual Learners to ensure equitable access to instruction, materials, and assessments? Check all that apply.

- Class lesson plans, materials, and assignment instructions are available to students and families for 'anytime, anywhere' access (such as through class website or learning management system)
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Home language dictionaries and translation programs are provided through technology.
- Hardware that supports ELL/MLL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.
- Learning games and other interactive software are used to supplement instruction.
- Other (please identify, in Question 5a, below)

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6. The district's instructional technology plan addresses the needs of English Language Learners/Multilingual learners to ensure equitable access to instruction, materials, and assessments in multiple languages.

Yes

6B. If Yes, check one.

In the 5 most spoken languages in the district

6C. If 'Other' was selected in 6a, above, please explain here.

(No Response)

7. **Please select the professional development that will be offered to teachers of English language learners/multilingual learners that will enable them to differentiate learning and to increase their student language and content learning with the use of technology. Check all that apply.**

- | | |
|---|---|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input checked="" type="checkbox"/> Technology to support writers in the Secondary classroom | <input checked="" type="checkbox"/> Electronic communication and collaboration |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital word | <input checked="" type="checkbox"/> Promotion and model digital citizenship and responsibility |
| <input checked="" type="checkbox"/> Writing and technology workshop for teachers | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Enhancing Children's Vocabulary Development with technology | <input type="checkbox"/> Web authoring tools |
| <input checked="" type="checkbox"/> Writer's workshop in the Bilingual classroom | <input checked="" type="checkbox"/> Helping students connect with the world |
| <input checked="" type="checkbox"/> Reading strategies for English Language Learners | <input checked="" type="checkbox"/> The interactive whiteboard and language learning |
| <input type="checkbox"/> Moving from learning letters to learning to read | <input checked="" type="checkbox"/> Use camera for documentation |
| <input checked="" type="checkbox"/> The power of technology to support language acquisition | <input type="checkbox"/> Other (please identify in Question 7a, below) |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the language classroom | |

8. **How does the district use instructional technology to facilitate culturally-responsive instruction and learning environments?**

- The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
- The district uses instructional technology to facilitate classroom projects that involve the community.
- The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.
- The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.

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- The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.
- The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- The district does not use instructional technology to facilitate culturally responsive instruction.
- Other (please identify in Question 8a, below)

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

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V. Administrative Management Plan

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Section V - Administrative Management Plan

1. **Staff Plan**

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional support	4.00
Technical Support	9.00
Totals:	14.00

2. **Investment Plan**

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
1	End User Computing Devices	N/A	2,700,000	Both	<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 Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	Other (please identify in next column, to the right)	Security Systems Upgrade including Cisco Phone System for	3,000,000	One-Time	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District	N/A

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	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
		Emergency and Safety Features			Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Professional Development	Training for teachers and staff on using technology to support learning, and support staff on using technology to increase efficiency and productivity.	89,000	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 type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next	N/A

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	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
					column, to the right) <input type="checkbox"/> N/A	
4	Instructional and Administrative Software	Upgrade Finance Manager to nVision, Food Services, Board Docs, GCN, Registration System, Various Instructional systems	900,000	Both	<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 Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
Totals:			6,689,000			

3. 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

4. Please indicate whether or not the district has a public website.

The district has a public website.

4B. Provide the URL of the district's public website.

<https://www.hempsteadschools.org/>

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V. Administrative Management Plan

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5. Please indicate whether or not the district has assigned a specific person with responsibility for Information Security.

Yes

5B.

If 'Yes' was selected in Question 5 above, please identify the responsible person's title.

Assistant Superintendent for Technology

6. Please indicate whether or not the district has assigned a specific person with responsibility for Information Privacy.

Yes

6B.

If 'Yes' was selected in Question 6 above, please identify the responsible person's title.

Assistant Superintendent for Technology

7. Has a district-wide information security and/or privacy audit ever been performed in the district?

Yes

- 7B. If 'Yes' was selected in Question 7 above, please identify how often a security and/or privacy audit has been performed?

Irregularly / Sporadically

- 7C. If 'Yes' was selected in Question 7 above, please indicate whether the audit(s) was/were performed by an independent 3rd party contractor.

Yes - all audits were performed by a 3rd party contractor

8. Does the school district provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms?

Yes

9. Does the school district provide for educating minors about cyberbullying awareness and response?

Yes

10. Does the district have an Internet Safety Policy?

Yes, and I will provide the URL to the policy.

- 10C. Please provide the URL to the district's Internet Safety Policy.

<https://www.hempsteadschools.org/Page/1768>

11. Does the district have a Cyberbullying Policy?

Yes, and I will upload the policy.

- 11B. Please upload the district's Cyberbullying Policy.

Hempstead Schools Policy on Bullying and Cyberbullying.pdf

2018-2021 Instructional Technology Plan - 2018V. Administrative Management Plan

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- 12.** Does the district have a Parents' Bill of Rights for Data Privacy and Security?

Yes, and I will provide the URL to the Parents' Bill of Rights for Data Privacy and Security.

- 12B.** What year was the Parents' Bill of Rights for Data Privacy and Security policy first posted?

2017

- 12C.** Please provide the URL to the district's Parents' Bill of Rights for Data Privacy and Security.

<https://www.hempsteadschools.org/cms/lib/NY01920790/Centricity/Domain/4/HUFSD%20Parents%20Bill%20of%20Rights%20for%20Data%20Privacy.pdf>

- 13.** Does the district have an information breach policy that addresses the district's planned response to an information breach?

No. The district does not have such a policy.

- 14.** Provide a direct link to the district's technology plan as posted on the district's website.

<https://www.hempsteadschools.org/site/handlers/filedownload.ashx?moduleinstanceid=1839&dataid=1451&FileName=Updated%20IT%20Plan%20-%20Annually%202016%20Survey.pdf>

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2018-2021 Instructional Technology Plan - 2018

VI - Sharing Innovative Educational Technology Programs

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Sharing Innovative Educational Technology Programs

1. Please choose one or more topics that reflect an innovative educational technology program that has been implemented for at least two years at a building or district level. Use 'Other' to share a category that is not on the list.

<input type="checkbox"/> Active Learning Spaces/Makerspaces	<input type="checkbox"/> Policy, Planning, and Leadership
<input checked="" type="checkbox"/> Culturally Responsive Instruction with Technology	<input type="checkbox"/> Privacy and Security
<input checked="" type="checkbox"/> Device Planning and Implementation (1:1; BYOD)	<input type="checkbox"/> Professional Learning
<input checked="" type="checkbox"/> Digital Citizenship	<input type="checkbox"/> Project-based Learning
<input checked="" type="checkbox"/> Infrastructure	<input type="checkbox"/> Other Topic A
<input type="checkbox"/> OER and Digital Curriculum	<input type="checkbox"/> Other Topic B
<input checked="" type="checkbox"/> Personalized Learning	<input type="checkbox"/> Other Topic C
<input type="checkbox"/> Pilots and Proof of Concept	

2. Provide the name, title, and e-mail of the person to be contacted in order to obtain more information about the innovative program(s) at your district.

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply.
Please complete all columns.	Dr. Ahunna M. Akoma	Assistant Superintendent for Technology	aakoma@hempsteadschools.org	<input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input checked="" type="checkbox"/> Digital Citizenship <input checked="" type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input checked="" type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security

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	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply.
				<input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

3. If you want to list multiple contact points for the innovative programs above, please provide the names, titles, and e-mail addresses of the people to be contacted in order to obtain more information about the innovative program(s) at your district.

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning

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	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				<input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning

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	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				Spaces/Makerspaces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation

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	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				(1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning

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	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				<input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

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