

A. LEA Information

1. **What is the total student enrollment based on the most recent BEDS Day submission?**

677

2. **What is the student enrollment by grade band based on the latest BEDS Day submission?**

	Enrollment
Grades K-2	241
Grades 3-5	214
Grades 6-8	222
Grades 9-12	0

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

Christine Chu

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

Other

4a. **If the response to question four was "Other", please provide the title.**

Computer Teacher/Ed Tech Specialist

B. Instructional Technology Vision and Goals

1. Please provide the district mission statement.

The mission of the Island Park Schools Technology Plan is to enable our students to successfully use technology to gather, assess and construct meaning using modern technology tools within a framework of ever increasing rigor required to meet federal, state, local and global standards. Moreover, it is our goal to continually assess, summarize and prioritize future technology needs in order to maintain and enhance the educational environment of our students, in a way that is responsible, purposeful, and enriching to our community as a whole.

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

The Island Park School District functions as an technological resource, disseminating information through our schools' libraries and computer labs; it also accomplishes this in collaboration with the local community library. These resources provide students, faculty members, staff, and parents with access to multi-media resources. The district's coordinated system of computers, SmartBoards, iPads, tablets, peripherals, software, infrastructure, Internet access, and Follett Destiny library software enables users to search on-site and remote card catalogs, databases, OPACs, and DVDs to locate information, problem solve questions, make virtual field trips, and share ideas with members of the global community. Island Park is supported by BOCES staff members from the areas of Curriculum, Instruction and Professional Development, Data Analysis, Data Warehousing, Instructional Technology, Libraries and Automation, Media Library Services, Technology Projects, and Tech Services. OPACs are electronic catalogs or databases of resources that can be searched using keywords, word stems, phrases, queries, etc.

The district's technology vision and goals include:

Use technology to instruct students via the computer, SMARTBoard, information research tools, online collaboration tools, multimedia production tools, calculators, Classroom Performance Systems, and relevant software and network-based applications (e.g., word processing, spreadsheets, presentation, publishing software and network-based applications.

Develop expertise and ability to model and teach ways students can use technology to access, gather, critically assess, and present information and ideas.

Develop expertise and ability to model and teach problem-solving using technology.

Incorporate cutting edge science technology to enrich classroom instruction and enhance inquiry based projects. Provide opportunities for students to use technology to further explore science research topics.

Use technology to carry out administrative duties (Power School, RTIm Direct/AISm, IEP Direct, etc) and to communicate with parents, administrators, and each other regarding student progress.

Use technology (Cognos cubes in the BOCES Data Warehouse) that enables accountability for the purpose of improving student academic achievement.

Know and use the research processes with technological tools to locate, evaluate, and communicate information and ideas.

Exercise ethical, legal, and social behavior with respect to information technology resources.

Promote and encourage critical thinking skills and creative approaches to problem solving that may explore multiple answers, all of which may be correct, e.g., using online tools such as Thinking Maps, etc.

Constantly review, update and renew necessary hardware, software, programs and infrastructure that promote student learning to enhance student achievement in all areas of education.

Evaluate students and provide assistive technologies as needed to ensure access to learning.

Evaluate, revise, and update curriculum on an ongoing basis, identifying and utilizing appropriate and relevant technology programs that can assist in meeting new changes in standards and state requirements.

Provide continuing staff development to effectively ensure that teachers and staff make the most of new technologies and programs.

Provide a safe and secure environment for our students, faculty, and staff through state of the art security measures, with plans in place to safeguard all members of the school community in the event of an emergency situation.

- 3. Please summarize the planning process used to develop the instructional technology plan. Please include the stakeholder groups participating and outcomes of the instructional technology plan development meetings.**

The Technology Plan is the result of collaboration among representative constituencies in the community. All Technology Committee members contributed their ideas at special Committee meetings; others in the community provided input at PTA meetings, site-based management meetings, board of education meetings, and in informal conversations with Committee members. Faculty members and administrators work with the library director and staff of the Island Park Public Library to coordinate planning and educational programs involving the use of educational technology in the community and between the community and the schools. Technical expertise is provided by our Information Technology Specialist III with support provided through Nassau BOCES; together they assist with short- and long-range planning as well as management of the district's local and wide area networks. A yearly inventory is conducted to identify equipment and areas in need of upgrade and/or replacement. The revised technology plan (2015-2018), herewith, was reviewed by select members of the same representative groups: board of education, teachers, administrators, parents, Nassau BOCES, and community.

Technology Committee Members:

Members**Position**

Tara Byrne

Board of Education, President

Rosmarie Bovino

Superintendent

Marie Donnelly

School Business Official

Laurie Scimeca

Director of Pupil Personnel Services &
Special Education

Jacob Russum

Elementary School Principal

Vincent Randazzo

Middle School Principal

Christine Chu

Middle School Computer Teacher/Ed'I
Technology Specialist

William McCrann

Technology Specialist III

Michael Martin

Electronic Operations Specialist

Toni Egan

Island Park Parent & Co-President, Island
Park PTA

Domenica DeBellis

Island Park Parent & Co-President, Island
Park PTA

Jessica Koenig

Director of Island Park Public Library

Esta Jacobskind

Elementary School Library/Media Specialist

Margaret Costello

Middle School Library/Media Specialist

Patricia Collins

Middle School Sp Ed Teacher & Pres, IPFA

Gabriel D'Auria

Middle School ELA Teacher

Pamela Sansone

Business Office Clerk-Typist

Elliott Clifton		Elementary and Middle Schools Music Teacher	
Kathy Garfield		Elementary Special Education Teacher	
Patricia Pozin		Elementary School Teacher & Vice Pres, IPFA	
Jennifer Fastag		Elementary and Middle School Title I AIS Math Teacher	
Lori Strejlau		Middle School Title I AIS ELA Teacher	
Shannon Reda		ESL Teacher	
Technology Plan Development Meetings:			
Date:	Purpose:	Participants:	Outcome:
August 2015	Gather input from school parents on technology needs.	FXH & LOMS Parents	Provided district leaders with clear picture of parent perception of district technology needs
August 2015	Gather input from community members re: needs and implementation strategies	IP Library Director, Nassau BOCES, etc.	Identified needs and implementation strategies as well as means of support.
August 2015	Gather input from administrators, teachers, and staff re: needs and implementation strategies.	Administrators, Teachers, Staff Members	Identified needs and implementation strategies as well as a timeline of action steps.
August 2015	Gather input from board members on vision, goal, needs, etc for technology.	Board Members	Reviewed and approved Technology Plan.

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 (Checked)
Device Gap (Checked)
Network (Checked)
Professional Development (Checked)
Other (Checked)

- 4a. **Please specify if "Other" was selected in question four.**

3D Virtual STEAM Lab for Exploration and Research; also, robotics tools: NAO, Cubelets

5. **Based upon your answer to question four, what are the top three challenges that are causing the gap? If you chose "No Gap Present" in question four, please enter N/A.**

1. Money for New Technology Equipment
2. Expertise for Professional Development in Use of New Technologies
3. Curriculum Development and Alignment to Common Core Standards

C. Technology and Infrastructure Inventory

1. **What is the available network broadband bandwidth? Please express speed in Mb (Megabits) or Gb (Gigabits). ***

	Minimum Capacity (Expressed in Mb or Gb)	Maximum Capacity (Expressed in Mb or Gb)
Network Bandwidth: Incoming connection TO district schools (WAN)	100 Mb	1 Gb
Internal Network Bandwidth: Connections BETWEEN school buildings (LAN)	1 Gb	1 Gb
Bandwidth: Connections WITHIN school buildings (LAN)	1 Gb	1 Gb

2. **What is the total contracted Internet access bandwidth for your district? Please express speed in Mb (Megabits) or Gb (Gigabits).**

100 Mb

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

Nassau BOCES

4. **Which wireless protocols are available in the district? Of these, which are currently in use? Check all that apply.**

	Available/In Use
802.11a	Available (Checked) In Use (Checked)
802.11b	Available (Checked) In Use (Checked)
802.11g	Available (Checked) In Use (Checked)
802.11n	Available (Checked) In Use (Checked)
802.11ac	(No Response)
802.11ad	(No Response)
802.11af	(No Response)

5. **Do you have wireless access points in use in the district?**

Yes

5a. **What percentage of your district's instructional space has wireless coverage?**

95

6. **Does the district use a wireless controller?**

Yes

7. **What is the port speed of the switches that are less than five years old in use in the district?**

1 Gb

8. **How many computing devices less than five years old are in use in the district?**

	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)	353	353
Laptops/Virtual Machine (VM)	10	10
Chromebooks	0	0
Tablets less than nine (9) inches with access to an external keyboard	0	0
Tablets nine (9) inches or greater with access to an external keyboard	95	0
Tablets less than nine (9) inches without access to an external keyboard	0	0
Tablets nine (9) inches or greater without access to an external keyboard	388	0
Totals:	846.0	363.0

9. **Of the total number of students with disabilities in your district, what percentage of these students are provided with assistive technology as documented on their Individualized Education Programs (IEPs)?**

2

10. **From your technology needs assessment, please describe any additional assistance or resources that, if provided, would enhance the district's ability to provide improved access to technologies, including assistive technologies, for students with disabilities.**

Students who are auditory learners would benefit from additional headsets and listening stations. It would also be beneficial to have more programs such as Kurweill 3000 or WYNN Wizard to assist students in reading digital text and improve achievement in ELA and math. It would also be beneficial to add iPads on carts with locked charging stations and durable covers to self-contained and resource room classes that serve students with IEPs, especially those on the autism spectrum for whom iPads serve as verbal communication devices. Additional Professional Development and support for special ed teachers in the use of new technologies and devices would be imperative. A 3D Virtual Lab from ZSpace for Education would greatly enhance learning in science, as well as applications in math and technology education. ZSpace activities are aligned with state and national science standards to support curriculum and classroom integration. Extensive training and time for exploration for teachers to maximize the use of this lab would be necessary.

11. **How many peripheral devices less than five years old are in use in the district?**

	Number of devices in use that are less than five years old
Document Cameras	0
Flat Panel Displays	353
Interactive Projectors	19
Interactive Whiteboards	18
Multi-function Printers	5
Projectors	4
Scanners	5
Other Peripherals	106
Totals:	510.0

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

Black & White Printers: 91

Color Printers: 15

Smart Tables: 3

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

Yes

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

No

- 14a. **On an average school day, approximately how many student devices access the district's network?**

(No Response)

15. **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

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D. Software and IT Support

1. **What are the operating systems 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	No
Android	No
Other	No

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

(No Response)

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

	Web Browsers available and supported for use
Internet Explorer 7	Yes
Internet Explorer 8	Yes
Internet Explorer 9 or greater	No
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.**

"None used."

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

Microsoft Word
 Microsoft PowerPoint
 Microsoft Excel
 SMART Notebook
 LEGO Mindstorms EV3

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

Culture Grams
 World Almanac Online
 World Book Online
 ABC-CLIO
 NOVEL NY - Newspaper Source

8. Does the district have a Parent Portal?

Yes

8a. Check all that apply to your Parent Portal if the response to question eight is "Yes."

Attendance (Checked)
 Student Schedules (Checked)
 Grade Reporting (Checked)
 Transcripts (Checked)
 Other (Checked)

8b. If 'other' was selected in question eight (a), please specify the other feature(s).

Homework is accessible to parents through our website system, EChalk, not through the Parent Portal.

9. What additional technology-based strategies and tools, besides the Parent Portal, are used to increase parent involvement?

Emergency Broadcast System (Checked)
 Website (Checked)

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

(No Response)

10. Please list title and FTE count (as of survey submission date) of all staff whose primary responsibility is technical support.

Title	Number of Current FTEs
Ed Tech Specialist	1.00
Info Tech Specialist III	1.00
Electronic Op Technician	1.00
	3.0

E. Curriculum and Instruction

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

NWEA assessments are administered 3 times yearly to assess student progress and growth.

Pre-K students are undergoing training to create interactive self-correcting programs on the SMART Table. Students in grades K-4 will attend the computer lab for instruction at least one period per week. Additionally, grades 2-6 will use eSpark apps to address areas of need on an individualized basis for a minimum of two 20-minute sessions per week.

For Academic Intervention/RTI services, teachers will assign students in grades 3-8 who have not met Common Core Learning Standards in ELA and Math to lab periods using web-based programs such as Fast Math, eSpark and Achieve3000 to enrich instruction.

Students in grades 4, 5 and 6 will engage in LEGO Engineering programs, using the WeDo program for 4th grade and LEGO Mindstorms software with the EV3 programmable brick for grades 5 and 6.

Rosetta Stone will be used with LEP students to help them learn English. It will also be used to differentiate instruction for native speakers of Languages Other Than English.

Smartboards are located in every classroom; however, most are nearly ten years old, with expired warranties, and we do not have monies to replace them. Interactive and engaging lessons developed by our teachers are a cornerstone of the learning process in our schools; this includes special subjects such as music in which students engage with SMARTMusic, a program that helps them improve their skills through focused practice with immediate feedback.

Other programs included in our plan are Digits, Castle Learning, Reading Street, WeatherBug, and EcoMUVE

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 specify.

Island Park UFSD complies with all regulations prescribed by the Commissioner of Education relating to Students with Disabilities. Students have IEPs and teachers are familiar with the needs of their students and provide special programs and instructions to ensure that each child has the opportunity to be successful and meet his/her goals. Participants in the CSE or CPSE evaluate and determine whether a student needs an assistive technology device in order to receive a free appropriate public education (FAPE). If so determined, provisions are made to provide the device and provide training to use the device to the student, teacher, and parent.

Students also have access to iPads and computers, with adjustments made to use these devices as necessary. For example, a student with a vision problem has had books downloaded to the iPad so that the font size can be enlarged for easier reading. Similarly, autistic students without interactive speech, use the iPad to communicate. In addition, NWEA assessments have been administered using the SmartBoard whereby the text and graphics on the adaptive online tests are projected in large format to make sure that the student's visual perception and acuity are aided; this ensures that students with visual impairments have access to learning/assessment materials.

As stated previously, students also use web-based programs such as Fast Math, eSpark, Rosetta Stone and Castle Learning to enrich instruction.

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.

Student referrals are evaluated by the CSE and CPSE. Recommendations are made by members of each Committee as prescribed in Section 200.4 of the Commissioner's Regulations. Any necessary tests and evaluations are conducted to determine the precise needs of the student, if any. If a student is found to be in need of special services, an Individualized Education Plan is developed. Every effort is made to ensure access to learning and to provide students with a quality education in the least restrictive environment. For example, an Auditory Amplification Unit may be provided for a student with a hearing impairment so that he/she can hear the teacher and participate.

In the area of assistive devices, the district contracts with Nassau BOCES and utilizes their expertise to conduct evaluations and to make recommendations regarding technology devices and services. Specialists from BOCES are brought in to work with students when suitable to the needs of the child. Students are provided with small group instruction and testing in small group environments. If a one-to-one testing environment is determined to be in the best interest of a particular student, this accommodation is provided as well. On occasion, certain students will receive a one-to-one aide to accompany them throughout the day and to provide assistance when needed. Psychological services are also provided as needed. Island Park is a small district with no private or parochial schools within its boundaries.

F. Professional Development

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

Professional Development in Island Park reinforces a commitment to increasing the knowledge and skills of its teachers so that they may in turn enhance the cognitive, social, emotional and academic achievement of all their students. Therefore, professional development is viewed as an essential element of widespread school improvement.

All State and Federal requirements regarding professional development are met, including maintenance of professional development hours for certificate holders, APPR, and SLOs. An approved professional development plan (PDP) is created and reviewed yearly.

The district utilizes several professional development strategies to ensure that faculty and staff members know how to use new technologies effectively to improve education and library services. In order to fully achieve technology integration in the Island Park Schools, the major investment in staff development, which was started over ten years ago, continues in the following ways:

Needs Assessment Surveys: Each year, in accordance with the district’s PDP surveys are developed with members of the PDP committee and then distributed to teachers and administrators. The purpose of the survey is to obtain individuals’ perceptions of their skill levels and needs. The strength of the survey is in the specific data that are quantifiable and enable the PDP committee to identify and prioritize needs as well as plan in-service instruction.

In-service Courses: District and State requirements are used to develop the Catalogs of In-Service Course Offerings that are developed and posted on My Learning Plan for both the school year and the summer months. Teachers and administrators elect to enroll in technology education courses that draw on the expertise of teachers and administrators in the district, Model School staff members from Nassau BOCES, and technology consultants.

These courses are offered to teachers, after-school, over a period of several weeks. Teachers earn in-service credits for their participation. For example, teachers have received training for iObservation, Marzano Online Lesson Plan Development, Thinking Maps, and Power School among others. Teachers will also receive training on the LEGO Engineering Robotics program during the summer of 2015, as they did in 2014 at Tufts University. Online courses are approved for in-service credit when appropriate rigor is established, such as courses in iObservation or Thinking Maps. In-service courses through BOCES and educational organizations are acceptable.

SMART Table App Training: Pre-K teachers work with professionals from Teq and Nassau BOCES to create appropriate self-correcting programs for their students to enhance learning of concepts taught in the pre-K curriculum.

Accredited College/University and Online Professional Development Courses: Teachers participate in graduate-level college and university courses as well as certificated online programs (e.g., Reading Wilson System, iObservation, Thinking Maps, etc).

BOCES Model Schools Support: Model Schools instructors from Nassau BOCES work with teachers and students on key units of instruction to effectively integrate appropriate technologies into lessons, to address diverse learning styles, to motivate and engage students. Model Schools professional development is funded in part with Title II funds.

Additionally, teachers are trained in Data Management, NWEA Assessments, and Safe Schools NY among others as well as an Induction and Mentoring Program.

- Please list title and FTE count (as of survey submission date) of all staff whose primary responsibility is technology integration training and support for teachers.**

Title	Number of Current FTEs
Superintendent	1.00
Ed Tech Specialist	1.00
	2.0

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Technology Investment Plan

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G. Technology Investment Plan

1. Please list the top five planned technology investments in priority order over the next three years.

	Anticipated Item or Service	Estimated Cost	Is Cost One-time or Annual	Potential Funding Source (May list more than one source per item.)
1	Instructional Software	199,310	Annual	Local Funds, BOCES State Aid, SMART Schools Money
2	Other	125,000	One Time	SMART Schools Money
3	Interactive Whiteboards	350,000	One Time	SMART Schools Money and BOCES State Aid
4	Office/Productivity Software	29,774	Annual	Local Funds
5	Professional Development	37,433	Annual	Local Funds
Totals:		741517.0		

2. If "Other" was selected in question one, please specify.

The district would like to implement a zSpace Virtual 3D STEAM Lab with money from the SMART Schools funding. zSpace technology combines a high definition 3D experience and interactive engagement within the zSpace environment along with learning applications built around the Next Generation Science Standards. Activities are aligned to individualized state standards across the country, by grade levels and by topics. zSpace is an interactive virtual holographic platform that has empowered developers to explore, build and design 3D applications within a truly immersive environment. zSpace is authorized to use Microsoft's software development tools to build applications on zSpace hardware, offering students a more familiar workspace in which to learn and enrich their knowledge and understanding. zSpace offers enhanced realism and interactivity with the ability to manipulate objects that can't be achieved using a traditional 2D screen, thus creating an exceedingly powerful tool for education. We would also like to further expand our robotics program and enhance STEAM education by purchasing the NAO robot, an autonomous, programmable humanoid robot. Recent research suggests that the NAO robot may also prove to be an effective learning tool for use with learning disabled and/or emotionally disturbed students. Another district initiative, should funding be available, is the purchase of Cubelets, which allow students to create simple mobile and reactive modules that provide insights about the behaviors of more complex systems. Lego robotics kits and parts must be replenished and added to annually. Lego Robotics teach programming skills through an icon-based programming language.

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 (Checked)
- Changes in Staffing (Checked)
- Changes in Funding (Checked)
- Computer-based Testing (Checked)
- Catastrophic Event (Checked)
- Developments in Technology (Checked)
- Changes in Legislation (Checked)

1a. Please specify if response to question one was other.

(No Response)

2. In this section, please describe how the district plans to increase student and teacher access to technology, in school, at home, and in the community.

The school district website has a function that enables teacher/student communication and exchange. When used, this will allow students to send their work to and from school via the website directly to the teacher who made the assignment. In addition, each teacher has a webpage with expectations, requirements, and homework posted for both students and parents to see. In the event of school closings, the webpages can be used for instruction from remote locations.

In addition, there is an after-school program called Homework Club that allows students to stay after school in the school library, use computers, access research materials, and work with trained professional teachers to assist them with completing their homework, including labs, projects, and research.

The Island Park Public Library is also available to students and works closely with the schools to have materials available; it coordinates with the schools on assignments given to students. The public library has every textbook and workbook from which homework is assigned in the "reserve" sections of the young adult and children's library. In this way, students have access to school textbooks and workbooks, even if they forgot them in school. Also, the Public Library makes computers and research materials available to students when schools are closed.

3. Please check all locations where Wi-Fi service is available to students within the school district geographical boundaries.

- School (Checked)
- Community (Checked)

3a. Please identify categories of available Wi-Fi locations within the community.

- Island Park Public Library
- Island Park Starbucks
- Island Park Dunkin Donuts

I. Instructional Technology Plan Implementation

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

The district’s goals include the use of technology (including the replacement of outdated equipment such as SMARTBoards, infrastructure hubs, routers, etc) to improve teaching and learning aligned with the NYS Common Core Standards. Data is obtained from surveys to parents, teachers, and students that provide direction for the use of the district website, parent portal, hardware, software, and telecommunications devices and services used (and not used). Survey data is also used to help with the review of program objectives and goals, current challenges with respect to teaching and learning, how and where technology can help develop teaching and learning solutions, and the development of new learning objectives for educational programs and future training consistent with The Partnership for 21st Century Skills.

Our action steps focus on identification of the knowledge and skills students need at each grade level and the opportunities required for students to work on project-based learning activities such as LEGO Engineering and science research. All activities focus on cooperative problem-solving and application of knowledge and content in mathematics, English and science, in an atmosphere that encourages creative thinking in order to arrive at a deeper conceptual understanding of that content, including how it is applied in a real-world context. As stated in

Classroom Instruction that Works

, "Humans don't get ideas, they make ideas." We began this initiative last year with 4th grade classes in the Elementary School and 6th grade classes in the Middle School. We will be adding the program for 5th grade students in the Middle School, so that 4th, 5th and 6th graders will have continuity and practice in building their skills and expertise. Additionally, we plan to initiate science research in order to improve students' observation and data collection skills on topics of interest. Students will run experiments and monitor results regularly using a variety of tools as they test one hypothesis over the course of a semester or year.

In addition, if we are able to obtain funding for the Z-Space 3D Virtual Lab, this will provide our students with a dynamic, interactive, immersive, hands-on science experience that can be used with all grade levels in the middle school. It will also offer opportunities for learning in Technology Education classes. Additional funding would also allow for the purchase of the NAO Robots and Cubelets.

Tech Plan Timeline of Major Milestones:

Date	Action	Outcome
Fall 2015	Replace 5 Smartboards; incl prof dev	Uninterrupted quality instruction; improved teaching/lrng
Spr 2016	Purchase assistive technology; incl prof dev	Increased access to learning by SWDs; improved teaching/lrng
Sum 2016	Purchase new software; incl prof dev	Improved achievement in ELA and math
Sum 2016	Replace 20 SMARTBoards; incl prof dev	Uninterrupted quality instruction; improved teaching/lrng
Sum & Fall 2016	Purchase, install, and implement use of zSpace Virtual 3D Lab; incl prof dev	Increased student understanding and engagement in STEAM activities; improved teaching/lrng
Fall 2017	Replace 25 SMARTBoards; incl prof dev	Uninterrupted quality instruction; improved

Fall 2017	Purchase NAO Robot and Cubelets; prof dev	teaching/lrng Increased student understanding and engagement in STEAM activities; improved teaching/lrng
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J. Monitoring and Evaluation

- Please describe the proposed strategies that the district will use to evaluate, at least twice a year, the effectiveness of the implementation of the district's instructional technology plan to improve teaching and learning.**

The teachers in the areas of Computer, Tech Ed, and special subjects are required by NYS to create SLOs that test student knowledge both at the beginning of the year (pre-tests/baseline data) and at the close of the school year (post-tests). The results of the pre-tests indicate skill and knowledge levels that can be addressed and targeted for improvement. Whereas, the post-tests show whether the goals set for these students have been met. These year-end results also help to inform instruction for the following year to achieve even greater student growth and achievement, and most importantly to increase fundamental understanding at a conceptual level.

Teachers of students in all academic subjects, administer the NWEA tests 3 times per year; these are in addition to NYS Assessments and Regents. The NWEA scores are an indication of growth, as well as the projection of ability to pass state testes at a proficient level. Therefore, the results are analyzed by teachers and goals are set for their students. Students are encourage and motivated to meet or exceed those goals. As part of this process, students have access to eSpark, Digits, Achieve 3000 and other software programs designed to help them meet their academic goals.

Based on these test results and ongoing data collection, students are provided with personalized instruction and extra help. In addition, each teacher in the district is available for extra help either prior to or after the regular school day at least once per week. Students in the Middle School Robotics class may come for extra help or instruction 5 days per week after they eat lunch during their recess period.

Tech Plan Evaluation Timeline

Date	Action	Outcome
Fall 2015	Develop and submit SLOs; administer NYS-approved or local pre-tests	Baseline data of what students know
Fall 2015	Set goals for students' growth/achievement	Strategies for achieving reasonable improvement in growth and achievement
Spr 2016	Administer NYS-approved or local post-tests	Year-long longitudinal data of what students have learned and need to know.
Spr 2016	Document scores in class rosters; report students' progress to parents/guardians	Data re: students' growth and achievement and whether goals were met; increased communication with parents/guardians

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

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Monitoring and Evaluation

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	Date of Public Forum (If applicable)	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	09/19/2011	http://www.ips.k12.ny.us/userpolicy	2011
Internet Safety/Cyberbullying	02/27/2012	http://www.ips.k12.ny.us/download.axd?file=d90c39bb-e9a2-45c8-a153-d46986736670&dnlIdType=Resource	2012
Parents' Bill of Rights for Data Privacy and Security	03/23/2015	http://www.ips.k12.ny.us/download.axd?file=6c810e18-8eda-479a-859f-55c41f71ba7c&dnlIdType=Resource	2015

3. Does the district have written procedures in place regarding cybersecurity?

Yes

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

No

1a. If response was "No", please explain.

There were many glitches in the survey format that resulted in lost data. Thus, we had to re-enter the information on numerous occasions by copying and pasting from our electronic documents.

2. Was the guidance document helpful?

Yes

2a. If "No", please explain.

(No Response)

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?

I do not have any.

5. Other comments.

None

ISLAND PARK UFSD

Instructional Technology Plan - Annually - 2015

Appendices

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Appendices

1. Upload additional documentation to support your submission
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