

A. LEA Information

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

2,926

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

	Enrollment
Grades K-2	547
Grades 3-5	649
Grades 6-8	707
Grades 9-12	1,023

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

Vincent Green

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.**

Instructional Technology Liaison

B. Instructional Technology Vision and Goals

1. Please provide the district mission statement.

The Islip Public Schools, in partnership with the community, will empower all students to achieve excellence.

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

The Islip Union Free School District continues to integrate technology into our curriculum, our classrooms and our communication systems. Over the last three years we have accomplished much in the area of technology. The district identified both physical technology upgrades needed, and a staff development program, to insure that instructional staff had the best information available to integrate technology into their teaching. The district has installed a fully functional local area network into each school, a wide area network between schools, and computer workstations in computer classrooms, media centers and general classrooms.

The goals and objectives reflected here are the results of a District Technology Committee. This committee consisted of all stakeholders, including teachers, students, parents, and administrators. The planning process was a result of the need to update the existing technology plan. A roadmap for the next three years had to be created so that the needs of our learning community could be articulated and well met. The following goals emerged from this committee to allow Islip to continue to build the vision and mission to empower all students to achieve excellence:

- Continue the connection between curriculum standards and the ISTE NETS standards for students and teachers. Provide additional opportunities for teachers to create lesson units that incorporate technology, and to share those lessons.
- Continue the direct support for professional development, using the outline of the professional development plan and BOCES Model Schools. Increase the impact of the training program by providing more on-site training through teacher turnkey training, co-teaching and mentoring.
- Continue to strengthen the technology support for existing and projected equipment purchases, and provide the network management tools to manage help desk requests as well as maintenance and trouble-shooting.

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.

More than 5 committee meetings were held that included a core group of stakeholders. On the committee were instructional technology staff, curriculum directors, teachers, school library media specialists, students and parents. The committee was divided into subcommittees. Each group was given specific tasks regarding outcomes. For example, the library media specialist and her subcommittee worked on identifying technology goals embedded in the Common Core Standards.

Stakeholders who participated in the creation of our plan included:

Joe Ackerman	Islip Middle School Teacher
Cheryl Brown	Wing Elementary Teacher
Joe DeBatt	Islip Middle School Teacher
Jeannette Feminella	Principal, Commack Road Elementary
Michele Finlay	Office Application Specialist
Vincent Green	Instructional Technology Liaison/ Director of Fine and Performing Arts
Curt Juengerkes	Assistant Principal, Islip High School
Conner Milton	Student
Dawn Oliveri	Commack Road Elementary Teacher
James Prudente	Network and Systems Coordinator
Jolynn Sapia	Parent
Ellen Semel	Assistant Superintendent for Curriculum, Chair
Gina Seymour	Library Media Specialist

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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)
Professional Development (Checked)
Staffing (Checked)

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

(No Response)

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.**

Fiscal challenges limit our ability to purchase devices and hire additional staff. Embedded professional development is only possible with a staffing increase. Inability to add staff precludes implementing both new hardware and instructional software initiatives.

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)	300Mb	300Mb
Internal Network Bandwidth: Connections BETWEEN school buildings (LAN)	2Gb	2Gb
Bandwidth: Connections WITHIN school buildings (LAN)	100Mb	1Gb

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

300Mb

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

Lightpath

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)
802.11b	Available (Checked)
802.11g	Available (Checked) In Use (Checked)
802.11n	Available (Checked) In Use (Checked)
802.11ac	Available (Checked)
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?**

15

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?**

1Gb

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)	1,430	1,430
Laptops/Virtual Machine (VM)	20	20
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	130	130
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	0	0
Totals:	1,580.00	1,580.00

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)?

8

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.

- Increased deployment of Wireless Access Points would allow more instructional spaces to access Internet and other computer resources. Many students with disabilities would benefit from the ability to use handheld devices for support in reading, writing and research that are at present available only in limited areas.
- Increasing deployment of handheld/ laptop devices BEYOND those specifically prescribed in adaptive technology reviews would allow for technology integration in day-to-day instruction, providing the opportunity to create a more cohesive learning experience for special needs students being mainstreamed into traditional classrooms.
- Adding Technology Integration Specialists would create opportunities for staff development and support for students with disabilities in the hopes of creating more opportunities for student success through the use of instructional and adaptive technology.

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	30
Flat Panel Displays	1,430
Interactive Projectors	0
Interactive Whiteboards	160
Multi-function Printers	10
Projectors	20
Scanners	10
Other Peripherals	0
Totals:	1,660.00

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

(No Response)

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

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	No
Windows 7.0	Yes
Windows 8.0 or greater	Yes
Apple iOS 7 or greater	Yes
Chrome OS	No
Android	No
Other	Yes

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

Windows 10

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

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

PowerPoint, Word, Achieve 3000, Castle Learning, BrainPop

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

(No Response)

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)
- Homework (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).

- Behavior (HS Only)
- NYS Assessment History
- Review Family Information
- Change email address

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

- Emergency Broadcast System (Checked)
- Website (Checked)
- Facebook (Checked)
- Twitter (Checked)
- Other (Checked)

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

At the elementary level we are using ThinkCentral Math to allow parents to work with their children in support of Common Core math goals.

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
Network/Sys Tech 1	2.00
Network Comm Spec 1	1.00
Dir Network Ops	1.00
	4.00

E. Curriculum and Instruction

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

Student goals are established to both set standards for student achievement and guide classroom instruction. Our student technology goals include:

- using key words and phrases to conduct an internet search (K-5)
- evaluating webpages for accuracy and validity (4-12)
- using search techniques for online databases (6-12)
- routinely and efficiently making informed choices when selecting information resources online. (6-12)
- Using technology tools to solve a problem. (2-5)
- Using computer modeling, image processing, simulations and data manipulation to develop understanding. (7-12)
- Using drawing programs to illustrate thoughts and ideas (K-1)
- using programs that include word processing and publishing (K-5)
- Enhancing documents with graphics (K-8)
- Using multiple presentation software programs (4-12)
- Using program to create charts, graphs and tables (K-12)
- Using video creation and editing techniques (6-12)
- collecting survey data using online survey tools (6-12)

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.

All students who have assistive technology indicated on their IEPs have been given appropriate equipment and software. In addition when appropriate, classrooms have been outfitted with special speaker systems that are connected to our interactive whiteboards, allowing for amplified sound and enhanced listening. The district houses multiple self-contained classrooms. Many of these classrooms have been outfitted with mobile devices. In certain cases technology initiatives not dictated by the IEP have been implemented in anticipation of student need. For example, prior to the implementation of a self-contained class for students with autism, the district purchased a classroom set of iPads in anticipation of meeting the needs of this special population.

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.

As part of this plan, inclusion of students with disabilities will be accommodated as part of annual CSE/CPSE meetings. Where assistive technology hardware and software is recommended, the Director of Pupil Personnel Services or his/her designee, will work with the Office of Instructional Technology to purchase and implement recommended assistive technology and provide professional development and training to the staff, students, and parent/guardians.

Previous technology plans did not specifically address the needs of students with disabilities. However, district practice has always supported adaptive equipment assessments and full implementation of technology recommendations by the CSE/ CPSE. Moving forward, the Director of Pupil Personnel will coordinate with the Technology Department and the Technology Committee to provide appropriate support students with disabilities. In addition, the Technology Committee consult with the Director of Pupil Personnel Services to ascertain if additional programmatic, financial or evaluative support is required to meet the needs of students with disabilities.

F. Professional Development

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

Islip Schools teaching, administrative, and support staff receive professional training in using technology for instruction and general management. Staff complete an annual technology survey to best inform our professional development needs. As part of our multifaceted approach to professional development, staff use telecommunications tools such as Yammer and Team Rooms to collaborate, publish and share best practices with each other. Where appropriate, Islip Schools actively seeks online professional development and anticipates offering some in-house PD using our newly created television studios in addition to using tools such as Skype for Business, OneNote and Microsoft Mix for screencasts and webcasts. Regularly scheduled staff development focuses on tools that can help increase the interactivity of their lessons such as using interactive whiteboards, MP3 players, blogs, wikis, document cameras, and scanners. The district supports a cadre of staff turnkey trainers to manage Promethean training and offers just-in-time training on Promethean Boards and Microsoft Tools. Our plan also includes the hiring of Technology Integration Specialists to improve our ability to offer professional development to classroom teachers. Courses offered to staff include titles such as:

- Being a Tech-Savvy School Leader
- Bling your "Meet the Teacher Night" presentations with ActivInspire
- Create a Video/Powerpoint presentation for 8th grade students
- Differentiating Instruction with Technology: A Framework for Success
- Digital Games & Learning: Theory & Research
- Edmodo
- Flipped Classroom
- Higher-Order Thinking Web Tools to Ignite Your Classroom
- Infinite Campus Instruction
- Integrating Electronic Strings into the Orchestra MUSIC ONLY
- Introduction to Smart Music and Finale MUSIC ONLY
- LanSchool
- Make your Flipcharts POP!
- Making Your Online Digital Content More Interactive for Students
- Microsoft Office 365 - Mandatory PD
- Microsoft Office Series: Advanced PowerPoint
- Microsoft Office Series: Excel
- Microsoft Office Series: OneNote 2013
- Microsoft Office Series: Outlook 2013
- Microsoft Office Series: Presentation Zen utilizing PowerPoint 2013
- Microsoft Office Series: Sharing and Cloud Storage of Microsoft Office Documents
- Microsoft Office Series: Yammer
- Myon - Reading for the Future
- NoodleTools
- NYLearns
- Prezi
- Promethean Ask The Trainer
- Promethean Board Jump Start!
- Promethean One-on-One Training
- ThinkCentral
- Using Audio Blogs and Mobile Devices to Assist Language and Literacy Instruction
- Using Online Quizzing & Testing Software to Assess Student Learning
- Using Technology Assisted Intervention to Promote Pragmatic Language Development and Generalization
- Using Tablet Computers

2. **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.**

ISLIP UFSD

Instructional Technology Plan - Annually - 2015

Professional Development

Status Date: 10/06/2015 01:22 PM

Title	Number of Current FTEs
Technology Liaison	0.13
	0.13

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	Other	145,000	One Time	General Fund
2	Other	75,000	One Time	General Funs
3	Servers	30,000	One Time	General Fund
4	Staffing	140,000	Annual	not yet determined
5	Laptops	100,000	Annual	General Fund
Totals:		490,000.00		

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

Network Switch Replacement- \$145,000
Storage (SAN)- \$75,000

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 Funding (Checked)
- Technology Plan Implementation (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.

Islip is working with the Chamber of Commerce to provide wireless access to students during non-school hours in popular local establishments (pizza parlors, taco shop, coffee shops.) We are also considering implementation of a plan for staff to have district-provided laptops for home use. Additionally, we are planning on creating a program for displaced students to provide internet access over the summer and during vacations when school is not in session.

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

- School (Checked)
- Home (Checked)
- Community (Checked)

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

One public library, 2 eating establishments, one government building.

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.**

- 2015-16
 - Replace approximately 205 Dell GX980s, including the following computer labs:
 - Middle School 119, 129
 - High School 121, 122, 127
 - Replace Cisco firewall
 - Add another VMWare host
 - Expand Falconstor backup appliance
 - Add additional wireless access points
 - Replace both domain controllers
 - Continue rolling upgrades of VMWare cluster
 - Hire additional network technician
 - Introduce Microsoft SharePoint.
 - Continue replacement of end-of-life switches
 - Begin online tools to offer professional development
 - Continue training and implementation of Office 365 for instruction and management
 - Begin deployment and training of Windows 10
 - Begin planning upgrade of Finance Manager
 - new district website
 - Train Microsoft Turnkey trainers
 - Seek Touch LCD replacement devices for Promethean Panels
 - Explore a Technology Academy at HS
 - Pilot Microsoft Sway for creating interactive tools to increase student engagement and encourage home use.
 - Expand eboard, O365 video portal and pilot Microsoft Mix to support flipped classroom, increasing student time-on-task
 - Pilot OneNote Class Notebook to encourage student-staff collaboration and a paper-free environment.
 - Expand Achieve 3000 training to grades 6-12 for students reading below grade level. Students take level set assessments twice annually (baseline and progress.)
 - Expand Read 180 to grades 5-12 ENL students to assist with reading comprehension.
 - Train and pilot System 44 with ENL and Special Education staff to support students in improving their decoding skills.
 - Continue myON/Zing use (K-5). Train staff on annotation, query, and creating classroom libraries based on student reading levels interest to increase student stamina for independent reading.
 - Train staff (9-12) on Edmodo for commentary on classroom literature.
 - Train staff/students on O365 sharing tools for collaboration on assignments and shared research.
 - Pilot use of Odysseyware for medically fragile students and those who cannot attend traditional school program.
 - Expand Reading A-Z and Raz-kids (K-2) to increase reading fluency and accuracy.
- 2016-17:
 - Rollout new district website
 - Migrate to Win 10 district-wide
 - Migrate to Office 2016 district-wide
 - Replace approx. 240 PCs
 - Upgrade VoIP system to new hardware
 - Continue to add wireless access points
 - Continue replacing Cisco switches
 - Replace Falconstor SAN
 - Replace (2) domain controllers
 - Add two Technology Integration Specialists to staff
 - Replace end-of-life Promethean Boards with Touch Displays
 - Continue Microsoft Training
 - Implement Microsoft Certification Program for Staff Trainers
 - Train staff district-wide on Microsoft Sway.
 - Share best practices for flipped classroom and expand as appropriate.
 - Evaluate Achieve 3000 impact on student performance. Review level set assessments as well as NYS tests.
 - Evaluate effectiveness of Read 180 use with ENL students by reviewing NYSESLAT performance.
 - Rollout System 44 for all ENL and Special Education staff and students.
 - Continue Zing use (K-5). Share best practices for using annotation tools.

- Pilot expanded Edmodo use (9-12) for family communication, student assessment and instructional support.
- Expand use of Odysseyware
- Evaluate Reading A-Z and Raz-kids (K-2)
- 17-18:
 - Replace approx. 240 PCs
 - Continue to add wireless
 - Continue replacing Cisco switches
 - Replace Falconstor backup appliance
 - Add a third Technology Integration Specialist to staff
 - Continue to replace end-of-life Promethean Boards with Touch Displays
 - Continue Microsoft Training
 - Implement Microsoft Certification Program for Staff Trainers
 - Continue/revise curricular and professional development goals above as appropriate.

J. Monitoring and Evaluation

1. **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.**

Students' effective use of technology will be evaluated through student work samples, anecdotal teacher observations, teacher management reports included in software packages, and increased student participation as a result of the use of interactive technologies. In addition, the following benchmarks and indicators will be examined:

- State tests
- Standardized tests
- Direct assessment of student skills using technology
- Dropout rates
- Attendance
- Graduation data
- Surveys of teachers and students

The primary goal is the integration of technology across all subject areas to improve and enhance student learning. The most effective learning environments meld traditional approaches and new approaches to facilitate learning of relevant content while addressing individual needs. Through the work of our technology and professional development committees, we hope to see a continued shift in the learning environment of the Islip School District from the traditional to the new learning environment described in the table below:

Traditional Learning Environments	New Learning Environments *
Teacher-centered instruction	Student-centered instruction
Single sense stimulation	Multi-sensory stimulation
Single media	Multimedia
Isolated work	Collaborative work
Information delivery	Information exchange
Passive learning	Active/exploratory learning
Factual, knowledge-based	Critical thinking
Isolated, artificial context	Authentic, real-world context

Teacher use of technology will also be evaluated using the following criteria:

- Technology use evident in lesson plans.
- Curricular goals attained through the use of technology
- Computer activities show natural application and logical extension of the curriculum.
- Logical classroom management processes in place to facilitate a "user friendly" environment.
- An appropriate variety of software including word processing, database, spreadsheet, telecommunications, and multimedia applications are used.
- Student work on display indicates technology use.
- Computer related resources visible.
- Technology use evident in the collection and analysis of data. Data is used to make informed decisions in the classroom.
- An appropriate variety of tools are used to collect and analyze data that include word processing, databases, spreadsheets, and web-based applications (nySTART, BARS, Data Mentor, Report Net, Infinite Campus, etc.)

Administrators will:

- Model effective use of technology in day-to-day execution of their responsibilities
- Ensure technology resources are equitably distributed among students and staff.
- Demonstrate and provide leadership supporting the integration of technology into curriculum.
- Demonstrate vision in employing technology to streamline school district business operations.
- Provide opportunities for teachers to design, experiment, observe and share best practices to motivate change.
- Encourage teachers to use and assess applications of technology designed to meet the specific needs of their students.
- Stimulate development of collaborative projects that encourage teachers and students to learn to work and communicate with each other.

Action Plan:

	2015	2016	2017	2018
September/ October	Review NYSED Technology Plan with team members, set training goals and action items			

	Oct 2016 District-wide technology needs assessment for students, staff, and community members.
January	Create budget plan and priorities for next year's budget, review progress on training, implementation and action items
March	Review final budget proposal, progress on PD and action items
May (after budget vote)-	prepare/ modify budget items as appropriate, final review of current school year.

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

	Date of Public Forum (If applicable)	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	(No Response)	http://downloads.microscribepub.com/ny/islip/4526_r.pdf	2015
Internet Safety/Cyberbullying	03/30/2015	http://policy.microscribepub.com/cgi-bin/om_isapi.dll?clientID=128880294&advquery=internet%20safety&depth=2&headingswithhits=on&hitsperheading=on&infobase=islip.nfo&record={A0D}&softpage=Document42	2014
Parents' Bill of Rights for Data Privacy and Security	(No Response)	http://www.islipufsd.org/Assets/Parent_Resources/14aug_Bill_of_Rights_Data_Privacy_Security.pdf	2014

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

Yes

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

(No Response)

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?

(No Response)

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

(No Response)

5. Other comments.

(No Response)

Appendices

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

(No Response)