

**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?**

Matthew Gaven

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](mailto:edtech@nysed.gov).

2018-2021 Instructional Technology Plan - 2018

II. Strategic Technology Planning

**Section II - Strategic Technology Planning**

**1. What is the overall district mission?**

The Mission of the Mineola Union Free School District is to inspire each student to be a life long learner, pursue excellence, exhibit strength of character and contribute positively to a global society.

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

Instructional technology allows our teachers and students to maximize opportunities for a personalized learning experience for our students centered on each child's interests and passions.

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

	List Goals
Goal 1	To leverage technology systems to create personalized learning experiences for our students that offer student's choice in what they learn and how they demonstrate understanding.
Goal 2	To create integrated data visualizations of disparate student data systems that allow teachers to assess learning in the moment and make the most informed instructional decisions possible in the classrooms.
Goal 3	To provide opportunities for students to engage in computational thinking and develop coding skills across grade levels and disciplines.

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

Yes

**4a. List Goal #4**

To provide students with an age-appropriate and comprehensive Maker experience that supports the development of a Maker Mindset where students learn to use the appropriate tech tools to solve problems and bring ideas from concept to reality.

**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 Board of Education and the Superintendent work together to ensure that our District Instructional Technology plan is implemented. The BOE and the Superintendent established a Technology Committee to oversee the implementation of the plan and to provide feedback to the community.

The District-wide Committee met together as a group four times over the course of this year. The Committee includes administrators, teachers, and parents. The Committee's work was divided into 3 different subcommittees that met an additional 3 times over the course of this year. During these meetings, the groups addressed different aspects of the Technology plan.

There were several outcomes from these meetings:

1. District Goals were established
2. A K12 Coding Scope and Sequence was developed that planned for adaptations for the next 5 years.
3. A K12 Robotics Scope and Sequence was developed.
4. A K12 Maker Scope and Sequence was developed.
5. Professional development activities were planned during these sessions
6. The Tech budget was examined in light of the new scope and sequences and additional monies were allocated and approved by the Board of Education.
7. Two presentations to the BOE were made relating to the activities of the Committee.
  1. The District Technology Plan and Budget was presented on May 15, 2018
  2. The Scope and Sequences Developed were presented on March 1, 2018 to the BOE.

**2018-2021 Instructional Technology Plan - 2018****II. Strategic Technology Planning**

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

The Mineola UFSD has worked to completely revamp professional development offerings this year. This year, our professional development offerings included:

- Coding Skill Development-Teachers were offered the opportunity to attend a series of professional development sessions related to the KidOYO platform. This platform offers opportunities to learn many coding languages such as but not exclusive to:
- Scratch, Hatch, Python, Swift, HTML, Arduino
- Computer Animation Tools-Teachers were offered the opportunity to attend professional development on Wonder Media Story Maker which is an animation tool that teaches student scriptwriting, storyboarding and digital animation using a series of robust tools including:
- StoryMaker
- Adobe Premiere
- Audacity
- Fabrication Tool Training-Teachers were offered the opportunity to attend professional development workshops centered on the use of laser engravers, CNC routers, vinyl cutters, and 3D printers. This training allowed teachers to become familiar with the tools and how to allow students to apply them.
- Robotics-This year, the district established FTC and FRC robotics competition teams to supplement the FLL and JR FLL clubs previously offered. As a result, we contracted with Nassau BOCES to offer our teachers high-level professional development in Robotics. This PD was also offered to the teacher that teaches the Robotics class at the High School. This PD was very successful and our FRC team took the Rookie Award and made it to the Nationals in Detroit.

**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 Board of Education has asked District Administration to evaluate the effectiveness of these initiatives in several ways. First, the District is constantly asking stakeholders for feedback through surveys and opportunities for public comment at Board meetings. Second, the District has been cited by several outside organizations for outstanding programs using Instructional Technology. Third, the District hosted representatives from 40 districts, as well as China and Turkey, to see our innovative use of instructional technology. Finally, District Administration provides the Board with several presentations about the use of Instructional Technology.

1. Survey the Community
  1. We utilize K12 Insight to administer and oversee a District Wide Climate survey that is given to students in Grades 5-12, all teachers, and all parents. A section of this survey asks for feedback about the District's use of Instructional Technology
2. Survey the Teachers
  1. The District utilizes K12 Insight to administer surveys to faculty about the Professional Development offerings. This survey is reflective in that it asks teachers for feedback about professional development and forward thinking because it asks what PD should be included in future offerings.
3. Case Study
  1. This year, the Successful Practices Network featured Mineola UFSD as an example of Innovative Leadership specifically in the area of Instructional Technology. This Case Study is titled "Unconventional Wisdom: How a District Courageously Broke with Convention to Create New Norms for Future Focused Learning." This paper was presented by the SPN representatives after conducting a three-day audit of the district at the AASA conference in Nashville, TN.
4. Apple Distinguished Schools
  1. All five of the district's schools have earned the distinction, Apple Distinguished School. The only District in NY to have every school win this award. These awards are given after Instructional Technologists from Apple conduct an audit of each school before conveying these distinctions.
  5. National School Boards recognized Mineola UFSD as one of the Top Ten Districts in the nation for the Innovative Use of Technology
  6. The District is a member of the League of Innovative Schools, a nationwide consortium of districts recognized for their use of instructional technology
  7. District Superintendent-Michael Nagler, was recognized as Top 30 Trailblazer, Transformers, and Trailblazers.

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2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 1

**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**

To leverage technology systems to create personalized learning experiences for our students that are aligned with Next Gen Standards and offer student's choice in what they learn and how they demonstrate understanding.

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

3. Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences

**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	Curriculum Develop a scope and sequence for a digital curriculum (K-6) that is thematically based and aligned to NY Next Gen standards for ELA/SCI/SS and utilizes a "learning pathway" approach so that students may personalize their journey through the curriculum as well as how they demonstrate their understanding.	Assistant Superintendent	N/A	June (06)	2018	60,000
Action Step 2	Professional Dev Train teachers in the new curriculum through District PD sessions that specifically focus on the utilization of KidOYO and School4One as the	Assistant Superintendent	N/A	June (06)	2019	0

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 1

	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
	Development	software platforms needed to allow students a personalized curriculum. PD will be delivered during contractually mandated PD times ensuring no cost to this process.	Superintendent				
Action Step 3	Implementation	Deliver the curriculum in K-6 classrooms over the course of the 2018-2019 school year.	Assistant Superintendent	N/A	June (06)	2019	0
Action Step 4	Evaluation	Utilize current district structures District Wide Curriculum Committees to review and assess the effectiveness of the new curriculum and its implementation. Provide a report to the Board of Education at the conclusion of the school year.	Assistant Superintendent	N/A	June (06)	2019	0

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

	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

III. Action Plan - Goal 2

**Section III - Action Plan**

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

**1. Goal #2**

To create integrated data visualizations of disparate student data systems that allow teachers to assess learning in the moment and make the most informed instructional decisions possible in the classrooms.

**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)

**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	Budgeting Identify a data visualization software that can provide visualizations of data from disparate student data systems. This system must work with our current systems, EschoolData and School4One. We have identified Decision Ed as the software vendor to help us meet this goal.	Assistant Superintendent	N/A	Jan. (01)	2018	125,000
Action Step 2	Policy/Protocols District personnel will conduct a review of Decision Ed's data privacy safeguards and make sure that they are aligned with District data policies	Assistant Superintendent	N/A	Jan. (01)	2018	0

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 2

	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
			ent				
Action Step 3	Implementation	Digital connections will be established between Decision Ed and EschoolData and School4One to allow for the analytics tools to be applied to student data contained in those systems.	Assistant Superintendent	N/A	July (07)	2018	0
Action Step 4	Professional Development	Professional Development sessions will be offered to administrators during the summer to familiarize them with the 1000 pre built reports contained in the Decision Ed system.	Assistant Superintendent	NA	Aug. (08)	2018	0

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.

	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	Implementation	Customized dashboards will be created so that the actionable information is	Assistant	NA	March	2019	0



2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 2

	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
	ntation	provided in a user-friendly fashion to administrators and teachers.	t Superintendent		(03)		
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

III. Action Plan - Goal 3

**Section III - Action Plan**

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

**1. Goal #3**

To provide opportunities for students to engage in computational thinking and develop coding skills across grade levels and disciplines.

**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)**

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

**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	Curriculum Create a K12 scope and sequence for Coding Skills	Assistant Superintendent	NA	March (03)	2018	0
Action Step 2	Budgeting The K12 Curriculum Committee will examine the costs of establishing additional coding opportunities for K12 students both curricular and extracurricular.	Assistant Superintendent	K12 Curriculum Committee	March (03)	2018	15,000
Action Step 3						

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 3

	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
	Implementation	To identify and establish new extracurricular opportunities for students to engage in coding and computational thinking.	Building Principal	Assistant Superintendent	March (03)	2018	5,000
Action Step 4	Implementation	To identify and implement additional courses for students at the High School Level such as AP CS and AP CS Principles	Building Principal	Assistant Superintendent	March (03)	2018	5,000

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.

	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	The District will provide professional development to teachers that are selected to teach new courses or classes related to coding and computational thinking.	Instructional/ PD Coach	District Curriculum Committee	May (05)	2019	5000
Action Step 6	Evaluation	The Curriculum Committee will review the implementation of new courses,	Assistant	District Wide	(No Res	(No Res	0

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 3

	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
	on	classes, and extracurricular opportunities at the conclusion of the the 2018-2019 school year. The Committee will then make subsequent recommendations for the following school year.	t Superintendent	Curriculum Committee	pon se)	pon se)	
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

III. Action Plan - Goal 4

**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**

To provide students with an age-appropriate and comprehensive Maker experience that supports the development of a Maker Mindset where students learn to use the appropriate tech tools to solve problems and bring ideas from concept to reality.

**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)

**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	Curriculum The District's Technology Committee created a K12 Maker Scope and Sequence in March of 2018. This Scope and Sequence identified action steps to take to meet the goal listed above	Assistant Superintendent	NA	Jan. (01)	2018	350,000
Action Step 2	Learning Spaces Upgrade learning spaces The District has upgraded and plans to continue to upgrade the Fabrication Labs at the Middle School and High School to offer students opportunities to utilize high-end fabrication tools. In addition, the District will seek to add Maker materials to the elementary, middle, and HS	Superintendent	NA	June (06)	2021	50,000

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 4

	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
		libraries. (example 3d printers, makey makey materials)					
Action Step 3	Collaboration	The District will continue to develop a partnership with Queensborough Community College to offer students college level classes for credit in two areas: 1. Information Technology 2. Advanced Manufacturing	Building Principal	NA	June (06)	2021	34,000
Action Step 4	Implementation	The District will offer several extracurricular activities centered on developing student interest at the elementary and middle school level.	Building Principal	NA	Sept. (09)	2018	2,800

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	Evaluation	Using student performance data, enrollment data, and survey data, the District Technology Committee will evaluate the implementation of the	Other (please	District Technology Commit	June (06)	2021	0

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 4

	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
		curriculum during the 2020-2021 school year.	identify in next column, to the right )	ee			
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

**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.**

The Mineola UFSD has always supported the view that instructional technology and a rigorous standards-based curriculum cannot be separated in a 21st-century district. Indeed, instructional technology like our learning management system, School4One, has made the difficult task of tracking student progress towards standards easy. School4One allows teachers to create a digital standards-based portfolio for each student in grades K-7. Our students and teachers generate over 10,000 data points each week in the NYS Learning Standards. Having a classroom-based dashboard allows teachers to see their entire class's progress towards meeting standards, gives suggestions for students that struggle, and can even drill down to see the specific work of the child in a specific standard.

The standards-based data allows teachers and administrators to identify areas of both strength and weakness for individual students, classes, and grade levels. We then use the data in teacher-led Professional Learning Community meetings to focus our instruction and adapt curriculum. Our PLC's use this data as the key component of an inquiry cycle. Teachers use data to identify areas of weakness in the standards and then collaboratively devise a plan to address this weakness over a 6-8 week period after which, new data is examined to determine if the instructional changes had a positive effect.

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.**

Our district has always subscribed to the philosophy that instructional technology allows teachers to "differentiate with dignity". Mineola's faculty has effectively leveraged instructional technology to help meet the diverse learning needs of students with disabilities. Since our District has moved to a 1:1 iPad environment, students with disabilities have leveraged this technology to ensure access to the general education curriculum. Below is a list of some of the ways that instructional technology is used to allow students with special needs to access the general education curriculum.

1. Text Read-The District utilizes the iPad accessibility feature to allow students to hear text read aloud to allow students that struggle with grade level reading comprehension to have the option to listen to the same text as their peers and participate in all associated classroom activities. In addition, we utilize LightSail and Actively Learn to provide students with a range of options for reading fiction and non-fiction text.
2. Problem Solving in Mathematics-The District utilizes MathSpace to allow students to see a step by step breakdown of problem-solving in math. This application allows students to see the precise mistake they made when solving a problem and then allows the students to see a supportive video to help address the issue. This application also allows teachers to customize student assignments based on their specific needs.
3. Augmented Communication-The District uses the iPad and a series of communication apps like "iTouchChat" to allow students with significant disabilities to communicate successfully.

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.
- 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)



2018-2021 Instructional Technology Plan - 2018

IV. NYSED Initiatives Alignment

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 type="checkbox"/> Technology to support writers in the elementary classroom  | <input type="checkbox"/> Using technology to increase options for students with disabilities to demonstrate their knowledge and skills |
| <input type="checkbox"/> Technology to support writers in the secondary classroom   | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology                                     |
| <input type="checkbox"/> Research, writing and technology in a digital world  | <input type="checkbox"/> Electronic communication and collaboration  |
| <input 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 type="checkbox"/> Helping students with disabilities to connect with the world  |
| <input 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)

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

6a. If Yes, check one.

In the 5 most spoken languages in the district

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

(No Response)

**2018-2021 Instructional Technology Plan - 2018**

## IV. NYSED Initiatives Alignment

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 type="checkbox"/> Multiple ways of assessing student learning through technology             |
| <input checked="" type="checkbox"/> Technology to support writers in the Secondary classroom     | <input type="checkbox"/> Electronic communication and collaboration                                 |
| <input type="checkbox"/> Research, writing and technology in a digital word                      | <input checked="" type="checkbox"/> Promotion and model digital citizenship and responsibility      |
| <input type="checkbox"/> Writing and technology workshop for teachers                            | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input 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 type="checkbox"/> Helping students connect with the world                                    |
| <input checked="" type="checkbox"/> Reading strategies for English Language Learners             | <input type="checkbox"/> The interactive whiteboard and language learning                           |
| <input type="checkbox"/> Moving from learning letters to learning to read                        | <input type="checkbox"/> Use camera for documentation   |
| <input type="checkbox"/> The power of technology to support language acquisition                 | <input type="checkbox"/> Other (please identify in Question 7a, below)                              |
| <input 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.
- 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](mailto:edtech@nysed.gov).

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V. Administrative Management Plan

Section V - Administrative Management Plan

1. Staff Plan

	Full-time Equivalent (FTE)
District Technology Leadership	0.50
Instructional support	0.50
Technical Support	4.00
<b>Totals:</b>	<b>5.00</b>

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	NA	350,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional 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	NA
2	Instructional and Administrative Software	NA	400,000	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools	NA

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V. Administrative Management 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."
					<input type="checkbox"/> Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Network and Infrastructure	NA	150,000	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 column, to the right) <input type="checkbox"/> N/A	NA
4	Internet Connectivity	NA	120,000	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 column, to the right) <input type="checkbox"/> N/A	NA
<b>Totals:</b>			<b>1,020,000</b>			

## 2018-2021 Instructional Technology Plan - 2018

## V. Administrative Management Plan

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.

- 4a. Provide the URL of the district's public website.

<http://www.mineola.k12.ny.us/>

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

Yes

- 5a.

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

Assistant Superintendent for Curriculum, Instruction, Assessment, and Technology

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

Yes

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

Assistant Superintendent for Curriculum, Instruction, Assessment, and Technology

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

Yes

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

Every Two Years

- 7b. 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 upload the policy.

- 10a. Please upload the district's Internet Safety Policy.

092616\_policy\_8271.pdf

11. Does the district have a Cyberbullying Policy?

Yes, and I will upload the policy.

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

Policy\_7550.pdf

**2018-2021 Instructional Technology Plan - 2018**V. 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.

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

2015

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

[http://www.mineola.k12.ny.us/Assets/District\\_Information/Parents\\_Bill\\_of\\_Rights.pdf?v=664](http://www.mineola.k12.ny.us/Assets/District_Information/Parents_Bill_of_Rights.pdf?v=664)

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

Yes, and I will upload the policy.

**13a. Please upload the policy that addresses the district's planned response to an information breach.**

7243.pdf

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

[http://www.mineola.k12.ny.us/Assets/Technology\\_Documents/121317\\_Technology\\_Plan.pdf?t=636487553097630000](http://www.mineola.k12.ny.us/Assets/Technology_Documents/121317_Technology_Plan.pdf?t=636487553097630000)

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**2018-2021 Instructional Technology Plan - 2018**

VI - Sharing Innovative Educational Technology Programs

**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 checked="" type="checkbox"/> Active Learning Spaces/Makerspaces	<input type="checkbox"/> Policy, Planning, and Leadership
<input 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 checked="" type="checkbox"/> Professional Learning
<input checked="" type="checkbox"/> Digital Citizenship	<input checked="" type="checkbox"/> Project-based Learning
<input type="checkbox"/> Infrastructure	<input type="checkbox"/> Other Topic A
<input checked="" 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 checked="" 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.	Matthew Gaven	Assistant Superintendent for Curriculum, Instruction, Assessment, and Technology	mgaven@mineola.k12.ny.us	<input checked="" 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 type="checkbox"/> Infrastructure <input checked="" type="checkbox"/> OER and Digital Curriculum <input checked="" type="checkbox"/> Personalized Learning <input checked="" type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input checked="" type="checkbox"/> Professional Learning <input checked="" 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.

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VI - Sharing Innovative Educational Technology Programs

	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/Makers paces <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/Makers paces <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



2018-2021 Instructional Technology Plan - 2018

VI - Sharing Innovative Educational Technology Programs

	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
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makers paces <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/Makers paces <input type="checkbox"/> Culturally Responsive

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VI - Sharing Innovative Educational Technology Programs

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				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/Makers paces <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

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VI - Sharing Innovative Educational Technology Programs

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				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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