Sharon Springs Central School District

Instructional Technology Plan

2016 - 2017

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A. LEA Information

1.
    2014-2015 Student Enrollment

	Total Enrollment	Pre-K Enrollment	K-2 Enrollment	3-5 Enrollment	6-8 Enrollment	9-12 Enrollment	Ungraded Enrollment
Student Enrollment	298	19	59	59	59	102	0

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

    Anthony M DiPace

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

    Other

    3a.
        If the response to question 3 was "Other", please provide the title.

        Business Administrator

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B. Instructional Technology Vision and Goals

1. **Please provide the district mission statement.**

The Mission of the Sharon Springs Central School, a community oriented district, is to educate all students to become healthy, honest and respectable citizens, who will value lifelong learning, and contribute to a global society. The Vision of the Sharon Springs Central School is to provide a supportive and creative learning environment, which challenges our students to achieve excellence as a way of life.

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

The technology vision of the Sharon Springs Central School is to provide a safe, supportive, flexible, diverse, open, and creative learning environment to support scaled growth among learners with the end goal of more a student-centered and personalized learning environment and culture where each learner pursues individual excellence.

Sharon Springs Central School District will follow and align with educational technology standards set forth by the International Society for Technology in Education (ISTE). In order to prepare staff with proper training the district will take membership with NERIC's Model Schools organization which will offer free instructional technology planning and professional development to teachers. The integration of technology into instruction is the primary goal of the Technology Plan. The plan provides an overview of the basic operations and concepts; social, ethical and human issues; technology productivity tools; technology communication tools; technology research tools; and technology problem-solving and decision making tools that students need to learn to fully apply technology in school. It corresponds closely to the International Society for Technology in Education standards and New York State Learning Standards.

INFORMATION AND INSTRUCTIONAL TECHNOLOGY GOALS

The technology mission of Sharon Springs Central School District (a partnership of school, parents and community) is to continue the ongoing process of developing an infrastructure (i.e. both material conditions and human resources) that supports and inspires learners in their development of the skills, habits, and knowledge required to pursue excellence as a way of life. Thus, SSCS is committed to leveraging up-to-date technology, professional development, curriculum constructs, and pedagogy approaches throughout the educational process to enable and encourage learners to exercise their full individual potential in meeting the demands of the 21st Century.

Supporting the use of educational technologies, which have been proven effective at driving instructional practices for the promotion of 21st century learning, includes the following goals:

- **Equity:** Promoting equal opportunity and providing meaningful access to learning technology resources for all students, including those who are economically disadvantaged or have special needs. True equity of educational opportunity with regard to technology is achieved by personal, one-to-one, classroom- and home-based access to appropriate computer technology for teachers and students.
- **Engagement:** Involving students in active learning and thereby improving student achievement by engaging them with technology from their own generation.
- **Integration with Standards:** True integration requires a program not focused on learning about computers, but a focus on using computer technology as a **tool** to learn problem-solving, critical-thinking, teamwork and communication skills across all content areas.
- **Professional Development:** Providing effective preparation, professional development, and training programs for teachers and other educators in the use and integration of learning technology tools in curriculum development, instructional methods, and student assessment systems.
- **Economic Development:** Preparing students for college and jobs in the work place that require high levels of problem-solving, communication, and technological skills that can be achieved, in part, through a K-12 learning technology initiative.
- **Sustainability:** Providing future fiscal sustainability of technology resources for the district to be able to adapt to future educational needs.
- **Intensify efforts to go paperless.** Beyond replacing textbooks and novels, the devices will include the district's report card and attendance software for use by staff.

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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 primary tool for involving key stakeholders in the development of the Technology Plan and its updates has been the technology committee. For 2015 - 2016, the district technology committee was comprised of the superintendent, building principal, business manager, teachers in various grade levels K-12, an instructional technology coach, the library media specialist, and district technology staff; this committee met face-to-face and/or online on a monthly basis to discuss, analyze, and evaluate district technology use and needs.

The overarching outcomes of the committee were to ensure the aforementioned technology mission was being actively pursued; thus, meetings were used to get a broad report of each stakeholder's point of view as well as a time to develop tools (e.g. surveys) to evaluate various practices, policies, and technology purchases to continually and strategically meet instructional needs.

This committed leveraged Schoology (the district's LMS) to coordinate meetings, collaborate on agenda items, building resources and discuss Edtech topics with all Sharon Springs teachers, IT staff, administration, and several interested student council representatives as they arose.

- Schoology EdTech Group (see topics and agendas within the "Update" space of this group): https://www.sharonsprings.schoology.com/group/313452727
- Evaluation surveys used for the 2015 – 2016 school year
- https://www.surveymonkey.com/results/SM-HP5FJLMT/
- https://www.surveymonkey.com/results/SM-DVSPJLMT/
- https://www.surveymonkey.com/results/SM-QBPCQLMT/

4. **Please provide the source(s) of any gap between the current level of technology and the district's stated vision and goals.**

- ☑ Access Points
- ☑ Cabling
- ☐ Connectivity
- ☐ Device Gap
- ☐ Network
- ☑ Professional Development
- ☐ Staffing
- ☐ Other
- ☐ No Gap Present

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

1. Funding has always been an impediment to accomplishing District wide technology objectives. The District has been navigating the Smart Schools Bond Act application process and has recently received approval for its SSBA Investment Plan. The District expects to close the gap on all infrastructure and device needs.
2. Other administrative/instructional priorities (APPR, Common Core...)
3. Securing "buy in" from less technology savvy instructional staff.

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C. Technology and Infrastructure Inventory

1. Please identify the capacity of the telecommunications line coming into the district network hub. The district's Regional Information Center can provide the district with this information if needed.

   - ☐ Greater than 10 Gbps
   - ☐ 10 Gbps
   - ☑ 1 Gbps - < 10 Gbps
   - ☐ 100 Mbps - < 1Gbps
   - ☐ 50 Mbps - < 100 Mbps
   - ☐ 10 Mbps - < 50 Mbps
   - ☐ Less than 10 Mbps

2. What is the total contracted Internet bandwidth access for the district? Choose one.

   - ☐ Greater than 10 Gbps
   - ☐ 10 Gbps
   - ☐ 1 Gbps - < 10 Gbps
   - ☐ 100 Mbps - < 1 Gbps
   - ☑ 50 Mbps - < 100 Mbps
   - ☐ 10 Mbps - < 50 Mbps
   - ☐ Less than 10 Mbps

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

   Capital Region BOCES- Time Warner Cable

4. Please identify the capacity of the telecommunications line coming into the district's school building(s) from the district hub or district data center. The district's Regional Information Center can provide this information if needed

	Speed in Gpbs or Mpbs
Minimum Capacity	☐ Greater than 10 Gbps ☐ 10 Gbps ☐ 1 Gbps - < 10Gbps ☑ 100 Mbps- < 1 Gbps ☐ 50 Mbps - < 100 Mbps ☐ 10 Mbps - < 50 Mbps ☐ Less than 10 Mbps
Maximum Capacity	☐ Greater than 10 Gbps ☐ 10 Gbps ☑ 1 Gbps - < 10Gbps ☐ 100 Mbps- < 1 Gbps ☐ 50 Mbps - < 100 Mbps ☐ 10 Mbps - < 50 Mbps ☐ Less than 10 Mbps

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

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	Please provide the speed at which classrooms are connected to building wiring/network closet.
Minimum Circuit Speed Within a School Building	☐ Greater than 10 Gbps ☐ 10 Gbps ☐ 1 Gbps - < 10Gbps ☑ 100 Mbps- < 1 Gbps ☐ 50 Mbps - < 100 Mbps ☐ 10 Mbps - < 50 Mbps ☐ Less than 10 Mbps
Maximum Circuit Speed Within a School Building	☐ Greater than 10 Gbps ☐ 10 Gbps ☑ 1 Gbps - < 10Gbps ☐ 100 Mbps- < 1 Gbps ☐ 50 Mbps - < 100 Mbps ☐ 10 Mbps - < 50 Mbps ☐ Less than 10 Mbps

6. **What are the minimum and the maximum port speeds of the switches that are less than five years old in use in the district?**

	Port speed of switches	Mbps or Gbps
Minimum Capacity of Switches	100	☑ Mbps ☐ Gbps
Maximum Capacity of Switches	10	☐ Mbps ☑ Gbps

7. **What percentage of the district's wireless protocols are less than 802.11g?**

0

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

☑ Yes
☐ No

    8a. **What percentage of your district's instructional space has wireless coverage?**

    20

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

No

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

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	Number of devices in use that are less than five years old	How many of these devices are connected to the LAN?
Desktop computers/Virtual Machine (VM)	132	132
Laptops/Virtual Machine (VM)	32	32
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	0	0
Tablets less than nine (9) inches without access to an external keyboard	64	64
Tablets nine (9) inches or greater without access to an external keyboard	198	198
Totals:	426.00	426.00

11. **What percentage of students with disabilities in the school district, as of the submission date of this technology plan, have assistive technology documented on their Individual Education Plan (IEP)?**

   6

12. **Please describe any additional assistance or resources that, if provided, would enhance the district's ability to improve access to technologies for students with disabilities.**

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

	Number of devices in use
Document Cameras	7
Flat Panel Displays	181
Interactive Projectors	0
Interactive Whiteboards	32
Multi-function Printers	26
Projectors	36
Scanners	4
Other Peripherals	0
Totals:	286.00

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

   (No Response)

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

   Yes

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

   No

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17. **Has the school district provided for the loan of instructional computer hardware to students legally attending nonpublic schools pursuant to Education Law, section 754?**

    Not Applicable

18. **What barriers may prevent the district from testing 100% of its grade 3-8 students and NYSAA students on computers by the year 2020?**

    ☐ Insufficient number of devices meeting testing requirements
    ☐ Lack of reliable Internet service
    ☑ Insufficient broadband access
    ☐ Inadequate staffing levels
    ☐ Insufficient testing spaces
    ☑ District does not foresee any barriers
    ☐ Other

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D. Software and IT Support

1. **What are the operating system(s) in use in the district?**

	Is this system in use?
Mac OS Version 9 or earlier	Yes
Mac OS 10 or later	Yes
Windows XP	No
Windows 7.0	Yes
Windows 8.0 or greater	No
Apple iOS 7 or greater	No
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	No
Internet Explorer 8	No
Internet Explorer 9 or greater	Yes
Mozilla Firefox	Yes
Google Chrome	Yes
Safari (Apple)	Yes
Other	No

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

(No Response)

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

Schoology

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

1. Schoology
2. Microsoft Word
3. Apple iBooks
4. Microsoft PowerPoint
5. Apple iMovie

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

   1. Google
   2. Health Encyclopedis
   3. Exploring Nature
   4. Junior Reference Collection
   5. Noodle Bib Cengage Gale database

8. **Does the district have a Parent Portal?**

   Yes

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

   - ☑ Attendance
   - ☑ Homework
   - ☑ Student Schedules
   - ☑ Grade Reporting
   - ☐ Transcripts
   - ☐ Other

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

   (No Response)

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

   - ☑ Learning Management System
   - ☑ Emergency Broadcast System
   - ☑ Website
   - ☐ Facebook
   - ☐ Twitter
   - ☐ Other

10. **Please list title and Full Time Equivalent (FTE) count (as of survey submission date) of all staff whose primary responsibility is providing technical support. Does not include instructional technology integration FTE time.**

Title	Number of Current FTEs
Director of Technology	0.20
Instructional Technology Specialist	1.00
Computer Support Specialist	0.60
	1.80

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E. Curriculum and Instruction

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

In the fall of 2016, the fourth year of district's iPad 1:1 initiative, all students in grades 7 to 12 have connectivity throughout the school and over 98% at their homes via Verizon's wireless network. Additionally, Sharon Springs Central School will be utilizing Smart Schools Bond funds to expand wireless and networking capabilities district wide as well as making iPads available to students in Kindergarten thru sixth grade at the school via classroom sets. With this level of access to up-to-date devices and nearly ubiquitous connectivity, most of SSCS's teachers are utilizing blended learning approaches (from "rotation stations" to "flipped classes") with the goal of personalizing each student's education, while also experimenting with project-based-learning. These approaches to pedagogy and curriculum constructs are designed to increase student engagement and, ultimately, student achievement. We utilize the affordances of Schoology to enable these 21st century styles of teaching, and we also leverage this dynamic platform to also assess student learning (e.g., online assessments, login logs, and user statistics). In addition to utilizing Schoology, by 2017 SSCS will be a Google Apps for Education (i.e. GAFE) school; embedding the Google's suite into Schoology's intuitive design.

More generally, the Sharon Springs School District, as exemplified through the careful implementation of this technology plan, utilizes several frameworks to ensure the maximum impact of dynamic technology on student achievement. These frameworks include the SAMR model, TPACK, ISTE standards, and Common Core standards, which combined overlap to ensure 21st Century skills are embedded throughout the curriculum and teaching strategies used at SSCS.

2. **Does the district's instructional technology plan address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments?**

Yes

2a. **If "Yes", please provide detail.**

Technology needs for students are assessed on an individual basis. Students with disabilities are provided with technologies as required in Individualized Education Plans. Students who may have temporary needs are provided with cost effective solutions that are legal to follow student IEPs. The district does not keep stock of Assistive Technology but will provide purchase after evaluation and upon requirement. Special Education classrooms are equipped with either one or two additional computers to enable student access while working with educators.

All students have regular access to the district labs in a number of ways. The media centers in both buildings are equipped with up-to-date hardware. The secondary library media center is open until 5 PM daily which allows full access after school to secondary students. Highlights include the following:

- *All students in grades 7-12 were issued an iPad 3, along with Apple guided training. Internet access was provided with a wireless Verizon account, filtered by Lightspeed in compliance with CIPA regulations.*
- *One open ES labs (26 Workstations in each); Two open secondary labs (24 Workstations); library (15 Workstations)*
- *Every classroom high school classroom has at least one desk top computer, specialty classrooms such as Ag Tech and sciences have cluster labs.*
- *Each elementary classroom has a cluster of 4 desktops.*

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?**

No

4. **Does the district's instructional technology plan address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments?**

☐ Yes
☑ No

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F. Professional Development

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

Sharon Springs Central School District's professional development opportunities will be as eclectic and diverse as our teaching staff. The Sharon Springs School District, as exemplified through the careful implementation of this technology plan, utilizes several frameworks to ensure the maximum impact of dynamic technology on student achievement, student engagement, and parental involvement through comprehensive professional development. The frameworks that guide professional development include the SAMR and TPACK models, which are then aligned to ISTE standards to ensure 21st century skills are embedded throughout the curriculum and teaching strategies used at SSCS.

More specifically, the district will offer professional development from teachers within the district who are advanced in topics and skills of instructional technology. The topics offered will be coordinated and often delivered by the district's part time Director of Educational Technology and Curriculum Innovation (who is also a fulltime teacher within the district), who will utilize teacher and student surveys, observations, interviews, and current research to plan and deliver scaled, differentiated professional development. These opportunities will be available on a daily basis after school (from 3:00 to 4:00pm), during the school day (as needed), during staff development days, and at various times throughout the summer. The Director of Educational Technology and Curriculum Innovation will also utilize one period per day to conference with teachers, observe teachers, evaluate data measuring the technology plan, and/or meet with district administration to meet specific needs that arise.

Beyond in-house support, a range of professional development activities within the region will be offered and encouraged to support the attainment of district goals. Most notably, SSCS participates with the Capital Region BOCES (NERIC) within the Model Schools (http://modelschools.neric.org/) program. The Director of educational technology and curriculum innovation is the coordinator for model schools professional development as the representative between the district and NERIC. Model Schools provides an opportunity for the district to participate in best practice workshops based on instructional technology integration in topics ranging from device and platform-specific training to pedagogical approaches within topics such as blended learning and makerspaces. Model Schools offer these courses in a variety of formats from strictly face-to-face to online only to hybrid courses. District teachers are offered professional development through the Model Schools program and have the option to teach a shared course through the Model Schools program at BOCES. This professional development is offered to district staff for free, and teachers are compensated for their time. Additionally, SSCS will extend the individual training SSCS teachers receive by encouraging teachers to share out their profession growth through a workshop or presentation during staff development days, faculty meetings, and/or via Schoology groups.

The following represent current, district-wide initiatives that will be sustained through professional development activities over the next three years:
- Training for curriculum development and dissemination (mapping, scope, review of state ELA assessments to find weaknesses etc...) – Initial focus will be on ELA and secondary Math while teachers in other content area individualize their own professional development plan to their specific instructional needs.
- NYSUT Effective Teaching Coursework
- In-district workshops and Regional BOCES Training
- Regional Statewide Rating Training
- Professional Conferences and on-line learning opportunities District Conference Days
- Visitations to other schools and colleagues' classrooms and one-to-one support including demonstration lessons and reflection
- Collaborative planning for instruction and faculty, grade level, department meetings when appropriate.

Development of Individualized Professional Development Plans-will allow the District to personalize professional development activities.

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

Title	Number of Current FTEs
Director of Technology	0.20
Inst. Tech Specialist	0.20
	0.40

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G. Technology Investment Plan

1. **Please list the top five planned instructional technology investments in priority order over the next three years. Infrastructure is considered an instructional technology investment.**

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	Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual or Both?	Funding Sources May choose more than one source
1	Wi-Fi	274,500	One Time	☐ BOCES Co-Ser Purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Material Aid ☐ Instructional Resources Aid ☑ Smart Schools Bond Act ☐ Other
2.	Tablets	98,000	One Time	☐ BOCES Co-Ser Purchase ☐ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Material Aid ☐ Instructional Resources Aid ☑ Smart Schools Bond Act ☐ Other
3.	Desktops	30,015	One Time	☐ BOCES Co-Ser Purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Material Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other
4.	Servers	3,080	One Time	☐ BOCES Co-Ser Purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Material Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other
5.	Laptops	36,000	One Time	☐ BOCES Co-Ser Purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Material Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other
Totals:		441,595.00		

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2. **If "Other" was selected in question one, for items purchased or for a funding source, please specify.**

(No Response)

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H. Status of Technology Initiatives and Community Connectivity

1. **Please check any developments, since your last instructional technology plan, that affect the current status of the technology initiatives.**

    ☐ Changes in District Enrollment
    ☐ Changes in Staffing
    ☑ Changes in Funding
    ☑ Technology Plan Implementation
    ☐ Computer-based Testing
    ☐ Catastrophic Event
    ☑ Developments in Technology
    ☐ Changes in Legislation
    ☐ Other
    ☐ None

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

    Students grade 7-12 and Teachers are issued an iPad with a data plan from Verizon Wireless. Tha data plan also allows them to use the iPad as a "hot spot" and create a home network for up to 5 devices. This allows students, parents and teachers internet access on other home devices such as desktops and laptops. Verizon proprietary data shows that service is available to approximately 98% of the homes within the district boundaries. The district believes it has maxmimized access to technology at home and in the community and hopes to continue to provide the data plans to students and staff. Given the rural nature of our community, internet access would not be available to a high percentage of students without the data plan.

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

    ☑ Home
    ☑ Community
    ☐ None

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

    1. District provided data plan on district issued iPad (hot spot capable for other devices).
    2. Public Library.
    3. School building.

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I. Instructional Technology Plan Implementation

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

The overarching outcomes of the technology plan are to ensure technology mission is being actively pursued. Thus, an action plan will be in place where monthly technology committee meetings are used to get a broad report of each stakeholder's feedback as well as a time to develop tools (e.g. surveys aligned to ISTE Standards) to evaluate various practices, policies, and technology purchases to continually and strategically meet instructional needs.

- Face-to-face Technology Committee Meeting Dates and
  Topics: https://docs.google.com/document/d/1ETaNr188cgcVzzjkAarQb1dnsiThNPbDeYPzujUGDDo/edit?usp=sharing
- The following surveys will be utilized at the end of each school year compared with the previous year's results to evaluate how well the students and teachers are meeting the goals of the technology plan:
- https://www.surveymonkey.com/results/SM-HP5FJLMT/
- https://www.surveymonkey.com/results/SM-DVSPJLMT/
- https://www.surveymonkey.com/results/SM-QBPCQLMT/
- All teachers and administrators within the district will have access to an online space to collaborate on topics ranging from broad goals to specific iPad applications.
- Schoology EdTech Group- https://www.sharonsprings.schoology.com/group/313452727

Moreover, all teachers will have daily access after school (from 3:00 to 4:00pm), during the school day (as needed), during staff development days, and at various times throughout the summer to the director of educational technology and curriculum innovation to support this plan and teacher's individual plans with end goal of deeper, more engaging learning experience for students driven by dynamic curriculum and instructional practices that are enabled by leveraging powerful connected technologies.

Other planned items:

Topics	Timeline	Audience	Method of Delivery
Parent Involvement- Academic Feedback: Online Grading & Parent Portal on Schoology	1st Qtr 2016	6–12 Teachers	in-house and online- Schoology Course
Parent Involvement- Behavior Feedback (ClassDojo)	1st Qtr 2016	K–3 Teachers	In-house
Digital Citizenship	2nd Qtr 2016	K-12 Teachers and students	In-house*
Dynamic, Digital Age Assessments (Schoology options)	2016-17 School Yr	3–12 Teachers	in-house and online (Schoology Course)
MakerSpace- Problem Solving: Collaborative and Creative Knowledge Construction	2016-17 School Yr	3–12 Teachers	in-house and online- Schoology Course, model schools support
Empowered Student Learning - Blended Learning (tools to assist: EdPuzzle, Schoology, MathXL1, i-Ready, etc,)	2016-17 School Yr	3–12 Teachers	in-house and online (Schoology Course)
Digital Literacy Publishing a school-based digital news source (collaborating on Weebly	2016-17 School Yr	K – 12 Teachers	in-house and online (Schoology Course)
GAFE	2016-17 School Yr	K – 12 Teachers	Model Schools supported in-house and online (Schoology Course)
Integrating Google tools into Schoology	2016-17 School Yr	K – 12 Teachers	in-house and online (Schoology Course)

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*https://www.commonsensemedia.org/educators/digital-citizenship

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J.Monitoring and Evaluation

1. **Please describe the proposed strategies that the district will use to evaluate, at least twice a year, whether the district's instructional technology plan is 1) meeting the vision and goals as outlined in the plan and 2) making a positive impact on teaching and learning in the district.**

Embedded within the district's instructional technology plan are milestone evaluation processes. To evaluate the vision and goals of the plan, the technology committee will evaluate the yearly surveys (which are aligned with ISTE standards and modeled from the SAMR framework) that are administered at each year's end. Additionally, during three of the planned staff development days, teachers will submit a summative reflection of their growth and need for further support in implementing instructional technology. During this time, teachers will also present work that meets ISTE standards at levels of "proficient" and/or "transformative". To measure the impact of instruction technology on student learning, the technology committee with review summative evaluations, including, but not limited to: NYS exams (e.g. 3 - 8 math and ELA exams, all high school regents, 8th grade science test, etc.), 3rd party exams, midterm exams, finals, and digital portfolio presentations. Growth in these areas will categorized according to the SAMR model and ISTE Standards (i.e. rubrics), and reviewed by the technology committee yearly to plan for the next year's professional development topics. All procedures will be overseen by the technology committee, chaired by the director of instructional technology and curriculum innovation.

Date	Action	Desired Outcome
By June 9th 2017	Administer end-of-year survey (aligned with ISTE standards) to both teachers and staff)	· Meet all of ISTE's "Essential Conditions" ("doing okay" or "excellent" in each category) · Increase the regularity in which ICT's are used by at least 5% in each category · Have teachers and students address ISTE standards at least "Once per month" per category.
9/2/16	Teacher reflection and goals aligned to ISTE Rubric and based on SAMR model of growth	· Establish a baseline for teachers to move along the continuum of growth described within the ISTE standards and the SAMR model
10/7/16	Teacher reflection and goals aligned to ISTE Rubric and based on SAMR model of growth	· Teachers move along the continuum of growth described within the ISTE standards and the SAMR model
3/10/17	Teacher reflection and goals aligned to ISTE Rubric and based on SAMR model of growth	· Teachers move along the continuum of growth described within the ISTE standards and the SAMR model
6/23/17	Evaluate all state testing data	· Increased student achievement based on previous year's outcomes as well as individual student outcomes
8/25/16– 6/22/17	Technology Committee Meetings: https://docs.google.com/document/d/1ETaNr188 cgcVzzjkAarQb1dnsiThNPbDeYPzujUGDDo/e dit?usp=sharing	Sustained, strategic growth from all stakeholders as a result of consistent, open, and positive communication

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

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	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	http://sharonsprings.org/wp-content/uploads/2016/07/Acceptable-Use-Grades-7-8-and-Grades-9-12.pdf	2015
Internet Safety/Cyberbullying*	http://sharonsprings.org/wp-content/uploads/2015/05/7.19.1-Internet-Filtering-Policy.pdf	2015
Parents' Bill of Rights for Data Privacy and Security	http://sharonsprings.org/wp-content/uploads/2015/09/7.29-Parents-Bill-of-Rights-for-Data-Security-and-Privacy.pdf	2015

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K. Survey Feedback

Thank you for submitting your district's instructional technology plan (ITP) survey via the online collection tool. We appreciate the time and effort you have spent completing the ITP survey. Please answer the following questions to assist us in making ongoing improvements to the online survey tool.

1. **Was the survey clear and easy to use**

    Yes

2. **Was the guidance document helpful?**

    Yes

3. **What question(s) would you like to add to the survey? Why?**

    (No Response)

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

    (No Response)

5. **Other comments.**

    (No Response)

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Appendices

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

(No Response)