

Instructional Technology Plan - Annually - 2016

LEA Information

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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	3,482	105	885	786	760	942	4

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

Ramona Dent

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

Director of Technology

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Instructional Technology Vision and Goals

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B. Instructional Technology Vision and Goals

1. Please provide the district mission statement.

Comet Pride
Embrace the Power of Working Together
School-Family-Community

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

The Carthage Central School District is dedicated to preparing its students to be successful in the ever-changing society. It is, therefore, important that students understand and incorporate present and future technologies into their lives. Through computer technology and associated applications and devices, each student has the opportunity to acquire transferable skills and knowledge that will last for a lifetime. This will include district provided equipment, as well as personal devices (i.e., Bring Your Own Device - BYOD). It is from this rationale that the district asserts the importance of technology in education as a driving force for change in the educational environment.

The Instructional Technology Plan represents a continued and systematic infusion of technology throughout the district. Through the implementation of this plan, all staff and students will continually develop technological proficiencies as an important foundation for their success. It outlines what needs to be accomplished at specific grade levels in order for students to meet or exceed the CCSD exit outcomes, the New York State Core Curriculum, and College/Career Readiness Standards.

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.

Computer Technology Mission Statement

The Carthage Central School District will provide computer-related technology and appropriate training to implement curriculum and instruction that meets or exceeds the CCSD exit outcomes, the New York State Core Curriculum, and College/Career Readiness Standards.

District Computer Technology Committee

The Technology Committee focuses on district-wide staff development and technology improvement for the education of district students. The committee consists of one representative from each of the following positions:

Instructional

Carthage High School, Carthage Middle School, Black River Elementary, Carthage Elementary, West Carthage Elementary, Library Media Specialist, Special Education, District Instructional Technology Specialist (Co-Chairperson)

Other

District Administrator, Computer/Teaching Assistant, Board of Education (minimum of one), Director of District Computer Technology (Co-Chairperson)

The committee has met and will meet once a month during non-instructional time. However, release time may be granted as needed to provide the committee with the necessary time for training or planning. The District Technology Committee has been evaluating the previous technology plan (2012-2015) and has worked during its monthly meetings on the new technology plan (2015-2018). These meetings have taken place from Fall 2014 through Spring of 2016. The members have asked constituents for the schools' technology needs and to offer ideas and suggestions for acquiring and implementing equipment and software, training staff, and evaluating technology programs. A draft of the new technology plan was posted as a Google Doc for all stakeholders to collaborate in late Spring of 2015. Furthermore, the community was addressed during BOE meetings regarding the new technology plan. Additionally, a student focus group attended several meetings throughout the year. A possible community focus group may be solicited during different times of the school year as well.

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Instructional Technology Vision and Goals

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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
- 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.

- Computer Application teachers to instruct students.
- IT staff to support all facets of technology, instructional needs as well as technical needs.
- Professional Development to further instructional components for teachers and teaching assistants. The district lost an Instructional Specialist due to the grant ending.

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Instructional Technology & Infrastructure Inventory

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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?

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	<ul style="list-style-type: none"> <input type="checkbox"/> Greater than 10 Gbps <input type="checkbox"/> 10 Gbps <input checked="" type="checkbox"/> 1 Gbps - < 10Gbps <input type="checkbox"/> 100 Mbps- < 1 Gbps <input type="checkbox"/> 50 Mbps - < 100 Mbps <input type="checkbox"/> 10 Mbps - < 50 Mbps <input type="checkbox"/> Less than 10 Mbps
Maximum Capacity	<ul style="list-style-type: none"> <input type="checkbox"/> Greater than 10 Gbps <input type="checkbox"/> 10 Gbps <input checked="" type="checkbox"/> 1 Gbps - < 10Gbps <input type="checkbox"/> 100 Mbps- < 1 Gbps <input type="checkbox"/> 50 Mbps - < 100 Mbps <input type="checkbox"/> 10 Mbps - < 50 Mbps <input type="checkbox"/> 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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Instructional Technology & Infrastructure Inventory

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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	<input type="checkbox"/> Greater than 10 Gbps <input type="checkbox"/> 10 Gbps <input checked="" type="checkbox"/> 1 Gbps - < 10Gbps <input type="checkbox"/> 100 Mbps- < 1 Gbps <input type="checkbox"/> 50 Mbps - < 100 Mbps <input type="checkbox"/> 10 Mbps - < 50 Mbps <input type="checkbox"/> Less than 10 Mbps
Maximum Circuit Speed Within a School Building	<input type="checkbox"/> Greater than 10 Gbps <input type="checkbox"/> 10 Gbps <input checked="" type="checkbox"/> 1 Gbps - < 10Gbps <input type="checkbox"/> 100 Mbps- < 1 Gbps <input type="checkbox"/> 50 Mbps - < 100 Mbps <input type="checkbox"/> 10 Mbps - < 50 Mbps <input type="checkbox"/> 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	1	<input type="checkbox"/> Mbps <input checked="" type="checkbox"/> Gbps
Maximum Capacity of Switches	10	<input type="checkbox"/> Mbps <input checked="" type="checkbox"/> 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?**
 100

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

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

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Instructional Technology & Infrastructure Inventory

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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)	447	447
Laptops/Virtual Machine (VM)	1,478	1,478
Chromebooks	604	604
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	51	51
Tablets nine (9) inches or greater without access to an external keyboard	321	321
Totals:	2,901.00	2,901.00

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)?

9

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.

Students with disabilities will benefit from additional computer application teachers that would instruct students, specifically, in a consistent core set of technology skills when it comes to assistive technology components. Furthermore, additional computer equipment in accordance to each student's IEP would benefit in a one-to-one device goal for special needs students. Additional professional development for all Special Education teaching staff would ensure consistency and continuity regarding the success of technology implementation in the classroom.

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

	Number of devices in use
Document Cameras	185
Flat Panel Displays	338
Interactive Projectors	0
Interactive Whiteboards	246
Multi-function Printers	10
Projectors	299
Scanners	36
Other Peripherals	57
Totals:	1,171.00

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

- 6 Video Conferencing units
- 32 Cameras
- 5 3D Printers
- 5 Plotters
- 5 LCD televisions
- 4 Wii Gaming Consoles

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)?

Yes

16a. On an average school day, approximately how many student devices access the district's network?

900

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?

Yes

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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Software and IT Support

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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	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	Yes
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.**

Brain Honey

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

- SMART Notebook
- Google Docs
- iReady
- Learning.com
- Microsoft Office

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Software and IT Support

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

World Book Encyclopedia Online
 Biography for Beginners (FactCite-The Lincoln library)
 America the Beautiful
 Culturegrams
 General One File (NOVELNY)
 Proquest
 World Book Online Encyclopedia
 NYS (NOVEL NY) such as Academic One File and General One File.
 Gale In Context Databases(Science in Context;World History in Context;US History in Context)

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).

Transportation

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

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

Electronic communications between instructional buildings and parents/guardians.

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
Network Administrator	2.00
Micro Computer Technician	2.00
Computer Specialist	1.00
Help Desk Operator	1.00
Computer Assistants	2.80
IT Director	0.50
	9.30

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Curriculum and Instruction

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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?

The district plans to implement BYOD in all buildings by 2017 to supplement the number of devices to improve teaching and learning. Furthermore, the district is utilizing an array of vendor generated software such as iReady and Learning.com, etc. Teachers will use Brain Honey to align and teach the modules. Utilizing SMART Boards with Brain Honey enables teachers to teach directly from the modules with worksheets and presentation files. More teachers are flipping their classrooms to work more closely with the students during seat time. The district will also offer distance learning classes via APEX. A variety of advanced placement courses will be offered to grant college credit for students. Integration for STEM programs will be implemented via a grant. Project Based Learning will expand from the middle school to the elementary buildings.

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.

The district has made provisions for assistive technology for students with disabilities by ensuring that all IEP accommodations are met. If the accommodations require the use of assistive technology, then the district's Assistive Technology Team assesses the need and makes appropriate recommendations to ensure the students have equal access to the general education curriculum. Special Education staff has equal opportunity to attend appropriate staff development throughout the region and the state. Many staff also utilize visitations to neighboring districts to observe how the new technology functions for students with disabilities before the district purchases the assistive technology for its students.

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.

In addition to meeting the instructional curriculum within Special Education, the district has developed an Assistive Technology Team. The team members attend appropriate regional training to learn about the most recent assistive technologies. The staff returns to the school for trials with appropriate students. Thus, staff is able to make appropriate recommendations for purchasing the technology.

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

4a. Please provide details. If the district plans to apply for Smart School Bond Act funds for Classroom Learning Technology, the answer to this question must be aligned with the district's Smart Schools Investment Plan (SSIP).

The district provides iPads to the two ENL teachers to utilize for instructional technology needs with their students. Furthermore, additional instructional technology equipment is made available to all students to achieve equitable access.

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Professional Development

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F. Professional Development

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

Staff Training to Help Students Meet Grade Level Competencies in Technology

The district will provide staff training and assistance that allows teachers to feel comfortable and proficient in the use of technology to ensure that their students acquire baseline technology competencies necessary for the beginning of the next grade level. With baseline technology competencies in place at the beginning of the year, teachers will be able to concentrate in using technology as a tool to increase and enhance learning for students. Teachers' primary focus will be on truly integrating technology into the curriculum, rather than only teaching prerequisite skills necessary to integrate that technology. Training and assistance will focus on raising teacher proficiency levels. As shown below, this will promote integration of technology to help meet and exceed the NYS standards and will provide for effective communication with parents and students.

Training and Assistance to Help Teacher Efficiently and Effectively Use Technology to Meet and Exceed NYS Common Core Standards

The district will provide staff training and assistance that will empower teachers with the necessary knowledge, skills, and confidence to create and implement projects using technology as a tool to increase and enhance student learning. Teachers will go through a project development process that takes into account their own abilities using technology, student abilities, needs of the curriculum, academic standards for their grade level, as well as hardware and software needs. Group and individual assistance will provide teachers with the knowledge and ability to integrate technology-based projects in their classroom. This will be accomplished through a blend of whole group, turnkey, and individual instruction.

Training and Assistance to Help Teacher Efficiently and Effectively Communicate with Students, Parents, and the Community

The district will provide staff training and assistance that will empower teachers with the necessary knowledge, skills, and confidence to create a bridge of communication among school, home, and the community. The use of telecommunication technologies will provide the tools to accomplish this goal. Teachers will be prepared to use e-mail, Internet resources and Infinite Campus (SIS) to increase communication. Teachers will be provided the opportunity to learn and utilize web-related skills (i.e., class websites, podcasts, blogs, etc.) as an avenue for communication with parents and students.

The district delivers professional development via in-service days, summer workshops, common planning times, as well as individual assistance.

Thirty

minute quick study sessions are also offered in the morning before the instructional day starts. The topics of the training sessions are geared to GAFE, SMART board, Brain Honey, Learning.com, iReady, as well as additional instructional applications as they become available.

Instructional Technology Specialists offer workshops throughout the school year and during the summer. Model School workshops, as well as vendor workshops are also scheduled during the year for teachers.

- 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
IT Specialist	1.00
Computer Assistant	0.20
	1.20

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Technology Investment Plan

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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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Technology Investment Plan

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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	Servers	80,000	Both	<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 Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
2.	Chromebooks	180,000	Both	<input 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 Material Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
3.	Laptops	120,000	Both	<input 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 Material Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
4.	Desktops	60,000	Both	<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 Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
5.	Tablets	80,000	Both	<input type="checkbox"/> BOCES Co-Ser Purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
Totals:		520,000.00		

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Technology Investment Plan

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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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Status of Technology Initiatives and Community Involvement

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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.

The district is looking to provide Wi-Fi on school buses with long commutes as well as student travel on buses for extracurricular activities. Furthermore, the district is also investigating the possibility to locate additional computers in the public libraries.

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.

2 public libraries, 3 restaurants and the YMCA.

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Instructional Technology Plan Implementation

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I. Instructional Technology Plan Implementation

- 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.**

District Requirements for Effective Implementation of Technology

Continuing advances in technology are bringing changes that have an increasing impact on the way the district obtains, processes, presents, evaluates, and uses information. Therefore, the district is committed to the following:

- **Shared Vision:** Proactive leadership in developing a shared vision for educational technology among all education stakeholders including teachers and support staff, school and district administrators, teacher educators, students, parents, and the community.
- **Empowered Leaders:** Stakeholders at every level empowered to be leaders in effecting change.
- **Implementation Planning:** A systematic plan aligned with a shared vision for school effectiveness and student learning through the infusion of information and communication technologies (ICT) and digital learning resources.
- **Consistent and Adequate Funding:** Ongoing funding to support technology infrastructure, personnel, digital resources, and staff development.
- **Equitable Access:** Robust and reliable access to current and emerging technologies and digital resources, with connectivity for all students, teachers, staff, and school leaders.
- **Skilled Personnel:** Educators, support staff, and other leaders skilled in the selection and effective use of appropriate ICT resources.
- **Ongoing Professional Learning:** Technology-related professional learning plans and opportunities with dedicated time to practice and share ideas.
- **Technical and Instructional Support:** Consistent and reliable assistance for maintaining, renewing, and using ICT and digital learning resources.
- **Curriculum Framework:** Content standards and related digital curriculum resources that are aligned with and support digital-age learning and work.
- **Student-Centered Learning:** Planning, teaching, and assessments will center around the needs and abilities of individual students (i.e., assistive technology).
- **Assessment and Evaluation:** Continuous assessment and evaluation of the use of ICT and digital resources.
- **Engaged Communities:** Partnerships and collaboration within communities to support and fund the use of ICT and digital learning resources.
- **Support Policies:** Policies, financial plans, accountability measures, and incentive structures to support the use of ICT and other digital resources for learning and district operations.
- **Supportive External Context:** Policies and initiatives at the national, regional, and local levels to support schools and teacher preparation programs in the effective implementation of technology for achieving curriculum and learning technology (ICT) standards.

Timeline and major milestones:

Timeline	Action	Outcome
Summer 2016	Professional development focusing on teacher web page creation as well as using Google Apps in the classroom	Increased communication between school and home as well as developing curriculum resources for students
Spring 2017	Create "Makerspace" programs in all school building libraries.	Makerspaces will provide hands-on, creative ways to encourage students to design, experiment, build and invent as they deeply engage in science, technology, engineering, mathematics and art (STEM & STEAM).
Spring 2018	One-to-one device purchases for high school	All secondary students will have access to their own devices for digital learning.

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Monitoring and Evaluation

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J. Monitoring and Evaluation

- Please describe the proposed strategies that the district will use to evaluate, at least twice a year, 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.**

The district's annual teacher evaluation process includes a section that is devoted to the district technology plan and its implementation. This evaluation procedure is utilized by administrators to gage the teacher's implementation and effectiveness of technology to improve teaching and learning. The dates for those teacher evaluations vary by teacher but are completed annually. A follow-up meeting is then conducted with the teacher to discuss the implementation of the district's technology plan and its instructional goals. Furthermore, a technology needs assessment is completed by teachers in early fall and in late spring of every school year.

Date	Action	Desired Outcome
October 2016	Teacher Needs Assessment given	Compile the results of the assessment to be discussed at the District Technology Committee November meeting
November 2016	District Technology Committee meets to discuss the results of the needs assessment	Implement an action plan to address identified shortcomings from the needs assessment as it pertains to the technology plan
November 2016-April 2017	Act on the action plan from November 2016	Improved effectiveness of the implementation of the technology plan to address the shortcomings identified
April 2017	Teacher Needs Assessment given	Compile the results of the assessment to be discussed at the District Technology Committee June meeting
June 2017	District Technology Committee meets to discuss the results of the needs assessment	Implement an action plan to address identified shortcomings from the needs assessment as it pertains to the technology plan

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

	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	http://www.carthagecsd.org/policies.cfm? pid=1308&searchwords=acceptable	6232014
Internet Safety/Cyberbullying*	http://www.carthagecsd.org/policies.cfm? pid=1258&searchwords=internet	3102014
Parents' Bill of Rights for Data Privacy and Security	http://www.carthagecsd.org/policies.cfm? pid=1921&searchwords=data%20privacy	9222014

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Survey Feedback

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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

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Appendices

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

(No Response)