

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	1,923	71	481	408	424	510	29

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

Peggy O'Shea

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

Assistant Superintendent

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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.

The mission of the Cohoes City School District, a partnership of schools, parents and the community, is to prepare its students for success in tomorrow's world.

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

The vision of the Cohoes City School District is striving to be one of the highest achieving school districts in the greater Capital region.

Our technology plan supports the following commitments set by the Board of Education:

- All students will be immersed in rigorous coursework and engaged in learning that promotes curiosity, creativity, collaboration, critical thinking, communication, citizenship and compassion for others.
- All students will be supported to meet high expectations and graduate college and career ready.
- All teachers will have the knowledge and skills to expertly deliver instruction and meet the unique needs of all learners.
- The district will maximize the efficiency of its resources to effectively meet the goals and objectives of programs and services.

Input for the Technology plan was obtained through a series of meetings with the District Technology Committee, comprised of board members, administrators, teachers, IT staff, and parents. Surveys were also administered to teachers and students.

The objectives of the District's Technology Plan are to:

Facilitate the integration of technology within and outside the classroom to promote 21st Century Learning skills to improve student outcomes.

Facilitate the integration of technology to meet students' unique learning needs.

Continue to utilize technology to improve communication within the district and throughout the community

To accomplish the above, the District will implement Google Apps for education, including moving to Gmail for staff and students. Chromebooks will be purchased on a cyclical basis to increase student and teacher access to technology. Desktops and laptops will be replaced as needed. The District will develop and implement a Bring Your Own Device (BYOD) policy to increase student and teacher access. The District currently uses Schoology, a powerful communication and instructional tool, as its Learning Management System in grades 6-12 and will continue to expand its use. Professional development will be provided to accomplish the above through the assistance of a newly appointed Technology Integration Specialist. The Assistant Superintendent for Educational Services and the Technology Integration Specialist will work with to map the International Standards for Technology Education (ISTE) as well as the teaching of digital citizenship into the curriculum.

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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.

Date	Purpose	Participants	Outcomes
10/24/14	Identify Technology initiatives/Begin objective setting and review of potential barriers to technology use	District-wide Technology Committee comprised of teachers, parents and Board members; NERIC staff	Identification of initiatives and priorities. Decision to gather additional feedback through the administration of a technology survey
11/15- 12/15	Principals meet with Building Leadership Teams to get input on technology initiatives and needs	Principals, Building Leadership Teams comprised of teachers, support staff and parents	Further refinement of priorities and need
12/18/14; 1/15/15; 1/16/15; 2/3/15	Individual meetings with principals to prioritize need	Assistant Superintendent, School Business Official, NERIC technology support, principal	Prioritization of need by building. List of needed technology hardware, software and support
3/6/15 - 3/23/15	Administration of BrightBytes Technology Survey to staff	K-12 Teaching Staff	Survey data
4/27/15-5/1/15	Administration of Bright Bytes Technology Survey to students	Students in Grades 3-12	Survey data
5/20/15	Review results of BrightBytes Technology survey to further refine needs, priorities and objectives	District-wide Technology Committee, NERIC staff	Refined priorities and objectives; Outlined professional development needs
10/21/16	Discussion of Technology integration as part of building and district -wide plans	District Coordinating Team, comprised of members of each Building Leadership Team	Discussion of potential move to a Google environment Discussion of need for technology skills to be mapped throughout the curriculum
1/22/16	Discuss feasibility of implementing Google Apps for Education initiative	Subcommittee of Districtwide Technology Committee	Decision to implement Google Apps for Education initiative for the 2016-17 school year
3/16/16	Further discussion of when/how to implement Google Apps for Education initiative	Principals, District administration	Action plan developed for implementation of Google Apps for Education initiative, including purchase of Chromebooks and professional development

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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.

Although we have made improvements in these areas the primary reasons for the gap are lack of sufficient funding for additional devices, lack of sufficient staffing and lack of professional development to promote and support the integration and application of technology.

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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?

NERIC

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 Gbps or Mbps
Minimum Capacity	<ul style="list-style-type: none"> <input type="checkbox"/> Greater than 10 Gbps <input checked="" type="checkbox"/> 10 Gbps <input 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 checked="" type="checkbox"/> 10 Gbps <input 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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	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 type="checkbox"/> 1 Gbps - < 10Gbps <input checked="" 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)	826	826
Laptops/Virtual Machine (VM)	458	458
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	46	46
Tablets less than nine (9) inches without access to an external keyboard	22	22
Tablets nine (9) inches or greater without access to an external keyboard	29	29
Totals:	1,381	1,381

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)?

10

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.

The purchase of assistive communication devices and technology for student use
 The purchase of additional ipads to use as communication tool for nonverbal students and students with limited language ability.
 Funding for specialized professional development for teachers and staff to make full use of available assistive technologies

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

	Number of devices in use
Document Cameras	142
Flat Panel Displays	0
Interactive Projectors	95
Interactive Whiteboards	33
Multi-function Printers	22
Projectors	91
Scanners	22
Other Peripherals	18
Totals:	423

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

VC Units - 18

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

Yes

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Instructional Technology & Infrastructure Inventory

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

No

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

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

(No Response)

5. **Please provide the name of the Learning Management System (LMS) most commonly used in the district. 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.**

ActivInspire
 Microsoft Office 2010
 APEX
 Reading a-z.com/raz-kids
 AimsWeb

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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.

Ebsco
Gale
Student Resource- Silver
Groller- Online

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).

Discipline

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
CTS Managing Pgrm Coord I	0.20
Sr. Network & Systems Technician	0.20
Help Desk Technician	1.00
	1.40

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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 identified increased access to technology for students and teachers and increased professional development to enhance the integration of technology in the Classroom to promote 21st Century Learning Skills (Curiosity, Creativity, Collaboration, Critical Thinking, Communication, Citizenship, Compassion) as its top two priorities.

To meet these priorities the district plans to implement Google Apps for education, including Gmail for staff and students, beginning in September 2016. The District also plans to purchase chrome books, first for teaching staff and then for students to ensure access to technology.

The district has recently hired an Instructional Technology Specialist through local funds to support the initiatives above through providing professional development and coaching in the use of technology. The Technology Integration Specialist, and the Assistant Superintendent for Educational Services will also work with teachers to integrate digital skill expectations throughout the curriculum.

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 will continue to purchase software and web based programs that enable students with disabilities equitable access to the general education curriculum. The programs currently in use include Dragon Speak software and Premier Assistive technologies. The Assistant Superintendent and Special Programs Director will explore the purchase and use of additional technologies to assist students in this area.

Teachers will continue to participate in professional development that supports Universal Design for Instruction using technology as outlined in the District Professional Development Plan. PD will also occur to familiarize teachers with specific instructional software programs designed to increase student's access to the general curriculum.

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.

The District will continue to purchase hardware and software dedicated to assistive and adaptive technology for students with Disabilities. Dragon Speak software and Premier Assistive Technology are currently used and the District will continue to explore additional software to meet student needs.

Teachers will continue to participate in professional development on the use of assistive technologies.

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 currently uses the suite of Premier Assistive Technology for English Language Language Learners and will continue to refine its use. The district will also ensure access to Think Central (the platform for our ELA and Math curriculum) and raz-kids and a-z.com (supplemental ELA instruction) for our English Language Learners and their teacher. ELL students will also receive intervention software such as Language Live and Fast For Word. English as a New Language teachers will receive professional development on these platforms.

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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.**

Objective	Professional Development *	Participants	Time Frame	Evidence
Implement Google Apps for Education	Promoting the 7 C's (I) Introduction to Gmail (I) Introduction To Google (I,O,V) Going Further with Google(I,O,V)	Instructional Technology Specialist Administrators Teaching Staff Support Staff Students	September 2016- Ongoing	In-service rosters Teacher observations Bright Bytes Technology Survey Share outs at Staff Meetings
Enhance the integration of technology in the Classroom to promote 21st Century Learning Skills (Curiosity, Creativity, Collaboration, Critical Thinking, Communication, Citizenship, Compassion)	Promoting the 7 C's Schoology; (I, O) Promethean Active Inspire Software (I) Videoconferencing (I, V) Think Central ELA and Math interactive programs (I, O,V)) Model School Offerings(I, O, V)	Instructional Technology Specialist Administrators Teaching staff	September 2016- Ongoing	In-service rosters Teacher observations Bright Bytes Technology Survey Share outs at Staff Meetings (Agendas)
Integrate digital skill expectations throughout the curriculum	ISTE standards Promoting the 7 C's (I)	Instructional Technology Specialist Assistant Superintendent Principals Teachers	February 2017 - ongoing	Curriculum Maps Curriculum Writing Professional Development
Facilitate the use of technology to meet the individual needs of students	Language Live! Reading Intervention (I,V) APEX Credit Recovery(I,O) AIMsWeb (I, V) Universal Design for Learning(I,O,V) Premier Software(I)	Occupational Therapist Special Education teachers; ENL teachers; AIS teachers; General Education teachers (based on cass make up)	September 2016 - Ongoing	In-service rosters Teacher observations Bright Bytes Technology Survey Share outs at Staff Meetings
*Method of Delivery	I – In person V- Video conferenced O- Online			

- 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
TechIntegrationSpecialist	1.00
Teacher Assistant	0.40
	1.40

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Professional Development

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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	Chromebooks	225,000	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 Material Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
2.	Other	300,000	Annual	<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.	Instructional Software	30,000	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 Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
4.	Professional Development	30,000	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 Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
5.	Desktops	30,000	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 Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
Totals:	0	615,000	0	0

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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.

Security Camera Upgrade multi -year project

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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.

If students and parents do not have access to technology in their homes the schools will make computers available to them before or after school hours. The District will work with the public library to ensure that there is access to certain instructional, web-based programs on their computers. Laptops are available for teachers to take home as needed and we will be implementing a Bring Your Own Device (BYOD) policy during the 2016-17 school year.

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.

Public library
Community Center

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Instructional Technology Plan Implementation

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I. Instructional Technology Plan Implementation

- 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 District Technology Committee will meet twice yearly in January and May during the 16-17, 17-8, and 18-19 school year and beyond.

Chrome books will provided to teachers beginning September 2016 , with additional purchases throughout the 16-17 , 17-18 and 18-19 school years.

Chrome books will be purchased for students on a cyclical basis beginning March 2016 and continuing throughout the 16-17, 17-18 , and 18-19 school years.

The Bring Your Own Device Policy will be approved by December 2016

Professional Development as described previously will begin in September 2016 and continue on an ongoing basis throughout the 16-17, 17-18 , and 18-19 school year and beyond. Topics will be refined based on yearly assessment.

The Bright Bytes Technology Survey will be administered to teachers, parents and students in May 2016 and May 2018.

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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.**

Actions	Desired Outcomes	Date
Collect and review statistical data on computer usage	Identify areas of strength and weaknesses (hardware, application of technology, and software use) to determine most efficient distribution of technology and assist in determining professional development needs	September 2016 and ongoing – Twice yearly
Review staff participation in professional development activities	Use data to plan future professional development activities	September 2018 and ongoing
Administer the Bright Bytes technology Survey to staff, parents, and students	Identify areas of strengths and opportunities for growth to assist in planning for future technology and professional development	By May 2017
Review staff, parent’s and students usage of Schoology, the districts Learning Management System and use of Google Applications	Identify areas of strength and opportunities for growth to determine and create action plan to increase usage (if needed)	November 2016 and ongoing- Three times per year
The District wide Technology Team will meet to review the data sets listed above in the overall evaluation of the District Technology Plan	Identify area of strength and opportunities for growth; Prioritize hardware and software needs; Prioritize professional development needs	A minimum of two meetings – One held by January 2016 and one by May 2016

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

	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	http://www.cohoes.org/BoardofEducation/Policy/BOEpolicy.cfm	2014
Internet Safety/Cyberbullying*	http://www.cohoes.org/BoardofEducation/Policy/BOEpolicy.cfm	2014
Parents' Bill of Rights for Data Privacy and Security	http://www.cohoes.org/AboutUs/policies.cfm	2014

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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)