

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	1,730	0	334	379	404	596	17

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

Patrick D. Bellino

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.

The PVCSD, in partnership with our families and community, will ensure that all students are engaged in a challenging, student-focused educational program, understand and assume their responsibility for life-long learning, work to achieve their personal best and become productive citizens in a diverse global society.

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

The Putnam Valley Central School District has developed its technology plan scaffolding upon the successes of past plans. The ultimate goal of enhancing teaching and learning through the use of technology remains the foundation for our future growth.

The plan builds on the District's Mission Statement and uses technology to enrich learning in our daily school programs while preparing our students for postsecondary education and the 21st century workplace. In order for us to best support this mission, for the past 10 years the district has built a successful one to one laptop program, where every student, K-12, is provided with a district-owned device. Students in grade 7-12 have 24-7 technology access to support the integration on technology in the curriculum.

Currently, with the movement towards problem solving and creative uses of technology, the establishment of enhanced STEM course offerings, combined with the option for teachers and students to utilize a Maker Space model, students will be afforded a new dimension of opportunity and freedom to explore creative problem solving, within the given curricula.

Additionally, the Technology Plan is designed to serve as a living document. As such, on-going review and modifications are essential if the plan is to effectively produce the intended outcomes.

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.

To assure that the technology within our district is being used to facilitate student learning and college readiness, an active District Technology Committee meet bi-monthly to discuss all aspects of technology and computer education program; including professional development opportunities. Members of the District Technology Committee include the technology director, CIO, building administrators, Board members, business director, IT staff members, teachers from all buildings, and parents. All stakeholders are involved in the meetings.

In each of our three buildings in the district, a building technology committee has been formed and they meet on a bi-monthly basis. Members of the Building Technology Committee include Technology Director, building administrators, IT staff members, teachers, students and parents.

In December of 2014, the district developed technology subcommittees to review and work on the allocation of funds through the Smart Schools Bond Act. Members included administrators, faculty, and parents. The subcommittees met monthly and the vision and ideas developed were shared with the active Citizen Advisory Committee, made up of many concerned citizens from the community.

Starting in January of 2015, the technology subcommittees in each of the three buildings started to meet monthly. The building level committees discussed the individual goals of the technology plan and began to create a process that would not only reach, but surpass them by using Smart Bond funding and smart, thoughtful professional development. The committees met to build these plans for each building throughout and until the end of the school year. With the start of the 2016-2017 school year, the process is beginning again through frequent scheduled planning meetings. This year the goal is to meet across building level committee groups to create a cohesive k-12 district technology growth plan.

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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.

N/A

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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?

LHRIC (Boces)

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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	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)	12	12
Laptops/Virtual Machine (VM)	900	900
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	0	0
Tablets nine (9) inches or greater without access to an external keyboard	55	55
Totals:	967	967

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.

Through the one to one laptop program, all students from 7 th to 12 th grade including those with disabilities have access to technology on a 24/7 basis. Any student that does not have the opportunity for 24/7 access, but requires assistive technologies through their IEP, receives any device that may be needed for use at home.

Some additional assistance that would enhance the district use of technology with students with disabilities may be funding for specialized professional development for teachers and staff to enable further integration of the adaptive technologies into curriculum. Another possibility would be to do a technology needs assessment focused solely on the needs of students with disabilities.

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

	Number of devices in use
Document Cameras	54
Flat Panel Displays	15
Interactive Projectors	75
Interactive Whiteboards	113
Multi-function Printers	24
Projectors	146
Scanners	12
Other Peripherals	0
Totals:	439

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Instructional Technology & Infrastructure Inventory

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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

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

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

Linux

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	No
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.**

None

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

iReady
BrainPop
Star
IXL
Spelling City

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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.

None

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, Contact Info Update

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".

Instagram, Blackboard Connect

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
Computer Support Specialists	3.50
Network Administrator / CIO	1.00
Director of Technology	0.30
	4.80

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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?

Goal: Students will use technology to master basic skills.

Strategies:

- Students will use technology tools to actively engage in basic tasks such as writing, reading, listening, speaking, and numeracy.
- Students will engage in an ongoing process of reflection and revision regarding their learning and the quality of their work.

Goal: Students will demonstrate technology proficiency.

Strategies:

- Students routinely save, archive, transfer, manage, and organize digital files.
- Students will easily adapt to new toolsets, 24/7 learning, and community building to engage with content and publishing their work.

Goal: Students will use technology tools to master 21st century skills.

Strategies:

- Students will use a variety of technology tools to demonstrate evidence of learning.
- Students will take greater pride in and responsibility for their work and the work of their peers, contributing to a change in the culture of the school community.
- Students collaborate easily and seek to share their knowledge with other students and teachers creating a reciprocal learning environment.
- Students learn through inquiry and collaboration, actively seeking new avenues of learning.

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.

Through the one to one laptop program, all students from 7 th to 12 th grade including those with disabilities have access to technology on a 24/7 basis. Any student that does not have the opportunity for 24/7 access, but requires assistive technologies through their IEP, receives any device that may be needed for use at home. This provision is given to students who are in outplacement settings, homeschooled, as well s those who take courses at our local BOCES technology center.

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.

Through the one to one laptop program, all students from 7 th to 12 th grade including those with disabilities have access to technology on a 24/7 basis. Any student that does not have the opportunity for 24/7 access, but requires assistive technologies through their IEP, receives any device that may be needed for use at home. This provision is given to students who are in outplacement settings, homeschooled, as well s those who take courses at our local BOCES technology center.

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Curriculum and Instruction

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- 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 technology program at Putnam Valley ensures access to ELL students by providing lap-top computers and/or ipads to every student, including those for whom English is a new language. These devices allow students to access instructional materials in English and in their first language in school or at home. The Internet is widely utilized for supplemental reading, research, and math texts. and study guides are used for practice of concepts and production of writing in all subject areas. A variety of assessment and practice materials, such as I-ready and Achieve 3000 are also accessible in dual language adapted formats.

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Professional Development

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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.

Professional Development in the Putnam Valley Central School District is a year round initiative. The district has made a commitment to support the advancement of technology in the classroom and the continuing education of our faculty on how to effectively incorporate the technology into their daily lessons.

Professional Development opportunities have been ongoing at Putnam Valley. Teachers have been offered extensive paid training on the use of the laptops provided by the district, as well as many opportunities on how to incorporate technology into their curriculum. They have been provided with training on the use of online grade systems, including Powerschool. Extensive use of the resources at the Lower Hudson Regional Information Center (LHRIC) to provide continued professional development opportunities. The Model School program through the LHRIC has been used, as well. Teachers are sent to conferences to enhance their technology growth and then we use our human capital to turn key skills to others. Teachers utilize the resources of the Teacher’s Center to enhance their own learning, as well as to share best practices in the use of technology in the classroom. When appropriate, much of our Superintendent conference days are dedicated to professional development in technology in the classroom. We have also utilized outside consultants to attend full and half day training sessions. Listed below are current and future PD opportunities being offered to the faculty within the district.

Topics	Audience	Delivery Method
Google Classroom	High School	LHRIC-Model Schools
Blended Learning	Middle and High School	LHRIC-Model Schools
Achieve3000	District Wide	LHRIC-Model Schools
Instant Feedback Response Systems	District Wide	LHRIC-Model Schools
Flipping Your Classroom Institute	District Wide	LHRIC-Model Schools
Beyond YouTube in the Classroom	District Wide	LHRIC-Model Schools
Ipad Essentials	Elementary School	In House Trainers
SmartBoard Integration	District Wide	In House Trainers
Coding Basics	District Wide	In House Trainers
MakerSpace	District Wide	LHRIC
Advanced Integration of LMS	Middle and High School	In House Trainers

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	0.30
CIO	1.00
Tech Support Specialist	0.40
	1.70

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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	Broadband	75,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser Purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
2.	Network Cabling	50,000	One Time	<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 type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
3.	Wi-Fi	450,000	One Time	<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.	Laptops	375,000	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 type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
5.	Servers	50,000	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 type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
Totals:	0	1,000,000	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.

(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.

Our laptop program provides students with the ability to extend the school day by bringing the laptop home with them daily. Over half of the students in the district use the technology in this capacity. Not only has this access made a huge impact on the academics of our students, it has made an impact on the students families. Those who previously may not have had the resources to provide the technology in the home, now can.

Since the inception of the laptop program, it was our main focus to have all teachers have access to a laptop in order to integrate the technology into their curriculum.

Every teacher and teacher aide is provided with a laptop for their use and each is updated on a three year cycle.

Through the Technology Needs Assessment, we learned that 95% of all students have internet access in the home. For those students that do not have internet capabilities in their home, the district worked with the local library, which is a central hub of the community, to create a free wireless network that would provide capabilities for the entire community.

The district will continue to work with local government officials to locate other opportunities in the community to provide access for community members during non-school hours.

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.

Library

Instructional Technology Plan - Annually - 2016

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.**

Fall 2016 Evaluate, adjust, collect data on the use of the new Maker Space
Evaluate new technology courses, gather statistics/data

Spring 2017 Gather data on student success in 3 year

Fall/Spring 2017/18
sequence as well as statistics on post secondary majors in STEM
Reflection and action plan to prepare younger grades for courses in STEM offered at the higher levels
Increased usage of space and improvements made based on evaluations and data of usage
Use data to create action plan for course offerings for the 2017/18 school year
Increased enrollment in post-secondary STEM majors for graduating seniors from PVHS
Improved preparation for and increased interest in STEM programs overall, district-wide

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Monitoring and Evaluation

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J.Monitoring and Evaluation

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Monitoring and Evaluation

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- 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.**

Staff, students and parents are surveyed annually to assess our progress and identify areas for growth. This online survey is provided through research designed by BrightBytes. The observational process provides direct and documented evidence of the incorporation of technology into the culture of our school. The surveys audit areas including: learning strategies, organizational skills, engagement, relevance, collaboration, classroom environment, students' perceptions about the learning environment, effects of laptop use on work habits, effects of laptop use on learning, students' perceptions of how laptops have helped them to learn content and skills, home use of technology, effects of technology, supports and barriers to the use of technology, teachers' perceptions of the technical support available to them, technology professional development, laptop use at home, parent observations about how much time the child spends using the laptop at home, types of activities the laptop is used for, and frequency of schoolwork.

The following are assessment strategies that will be taken into consideration over the term of the technology plan. We may use a variety of these methods to assess the success of our technology initiatives:

Document Analysis: Document analysis is the systematic examination of instructional documents such as syllabi, assignments, lecture notes and course evaluation results.

Experiments: In an instructional setting, experiments refer to a variety of research designs that use before and after comparisons to measure the effect of an instructional activity, innovation or program.

Feedback Devices: Feedback devices include a variety of qualitative, formative assessment techniques based upon a learner-centered, context-specific approach to instruction. Examples of feedback devices include minute papers, focused listening, concept maps, journals, student self-assessments, and narrative reactions to assignments, activities, and exams.

Focus Group: A focus group consists of a small number (8-12) of generally similar individuals who provide information during a directed and moderated interactive group discussion.

Interview: An interview is the one-on-one directed conversation with an individual using a list of questions designed to elicit extended responses.

Observation: In an instructional setting, observation typically refers to the systematic observation of classroom instruction using established measures of observable behavior or a simple narrative recording of the instruction. In a program context, observation may also include the observation of non-public program processes and observations.

Product Analysis: Instructional products are any student created objects, portfolios, assignments, or writings designed to demonstrate learning. Responses to exam or quiz items may also be considered a type of instructional product.

The District Technology Committee meets bi-monthly to discuss the progress made on annual goals and long-term goals and projects. The committee shares best practices and feedback for the staff and community in regards to results of any studies or surveys. The surveys also help determine the training needs and interests of professional and non-instructional support staff. Working seamlessly with the District Technology Committee, the Building Technology Committees continue to evaluate programs and initiatives and evaluate student performance through samples of work, digital portfolios, and data collected from classroom teachers.

Any evaluation of the programs are communicated to the school community through, Board Meetings, Faculty Meetings, PTA meetings, and the District website.

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Monitoring and Evaluation

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

	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	http://pvcsd.org/BOE/pdf/policies/5650-Policy-StudentUseofDistrictTechnology-Adopted-09-17-15.pdf	2015
Internet Safety/Cyberbullying*	http://pvcsd.org/BOE/pdf/policies/Policy5300-Code_of_Conduct-10-24-13.pdf	2013
Parents' Bill of Rights for Data Privacy and Security	http://www.pvcsd.org/pdf/LegalInfo-ParentsBillofRights-DataPrivacySecurity-July2014.pdf	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)