

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	2,272	105	501	487	473	685	21

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

Molly Mecca

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.

In partnership with parents and community, we actively engage each student in the learning process through the facilitation of technology. Students will graduate with the knowledge and skills necessary to be computer literate for successful living. Our technology education program is based on the data driven research, curriculum-based best practices, and the expectations of the future growth with technology in teaching and learning.

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

The goals for this plan are to:

- Continue to integrate technology into the curriculum to improve teaching, learning, and support services using NETS
- Continue data analysis to investigate how technology is aligning with curriculum at the local, state and federal levels
- Continue data analysis to improve efficiency and cost effectiveness of technology
- Continue training to provide all stakeholders information and skills to use the technology
- Continue to evaluate new technologies to assist with adaptive technology
- Continue to integrate NETS for teachers and administrators into professional development
- Continue adding home-school connections for access to instructional programs, communication tools, and data accessibility
- Investigate and improve the level of LAN/WAN and wireless conductivity through the district
- Investigate and improve inter-operability with existing technology
- Investigate new ways and means for funding technology

3. Please summarize the planning process used to develop the instructional technology plan. Please include the stakeholder groups participating and outcomes of the instructional technology plan development meetings.

The Camden Central School District Technology Committee is made up of teacher representatives from each building, two Model Schools Program liaisons, a parent/community representative, the Assistant Superintendent for Instruction, the Assistant Superintendent for Business, the Director for Instructional Technology & Data, Superintendent, and Camden Board of Education.

In 2014, the committee reviewed the NETS and agreed to continue using them as a guide. These standards work in conjunction with Federal No Child Left Behind, The New York State Learning Standards and Common Core, The American Association for School Libraries, the Camden Central School District's performance indicators, curriculum and data plans.

Communication to parents and the community of how technology is being used in our schools is accomplished through teacher-parent conferences, classroom and building newsletters, library media centers' special pamphlets, district website, local newspapers, and through presentations at Board of Education monthly meetings. Information on strategies to use various programs and equipment both at home and at school are provided through the above mentioned information outlets. Encouragement of home use of various software programs is highly stressed including availability of these resources during school breaks and the summer. In the summer, the LEAP program through Madison-Oneida BOCES and Camden CSD also runs a two week camp for students in grades 1-8 that infuses technology in a STEAM project based learning environment.

March 2015: Review previous plan - Technology Committee & Leadership Team - Developed a clear picture of what was previously accomplished & what future needs might be needed

April 2015: Gather input from staff and students on technology needs - Technology Committee & Leadership Team - Developed a framework of needs

May -June 2015: Worked on framework of needs - Technology Committee & Leadership Team - Technology Plan finalized.

During this plan's time period, the district's technology committee will be working with the school community to revamp strategies to deliver newer more specialized instruction both through course and curricula. The district recognizes that the use of technology in the classroom is evolving at an ever increasing pace. All parties involved will be developing and refining strategies to insure that students will have the skills necessary to compete and function in a global society. Since the district is the second largest school district in square miles in New York State and much of the area is rural, distance learning technologies continues to be used and adapted to provide and deliver instruction. The wireless network system throughout the district is continuing to be put in place and strengthened. A Bring-Your-Own device pilot will be started at Camden High School in September 2014 and will be evaluated through-out the year.

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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.

The top three challenges to the gap is our rural region with many areas having dial up access, limited funding due to business and industry in the region and high rate of poverty.

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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 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 Capacity	<ul style="list-style-type: none"> <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

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 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 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

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	1	<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?

85

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)	1,387	1,387
Laptops/Virtual Machine (VM)	548	548
Chromebooks	288	288
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	7	7
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	0	0
Totals:	2,230	2,230

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)?

38

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 following would assist in improving access to technology to students with disabilities:
 Funding for professional development on how assistive technology can improve instruction
 Funding for additional IT staff to support the additional devices to reduce downtime
 Increase Internet access at home and on school buses
 Increased funding for specialized and costly devices that can be used in instruction

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

	Number of devices in use
Document Cameras	0
Flat Panel Displays	0
Interactive Projectors	0
Interactive Whiteboards	0
Multi-function Printers	0
Projectors	42
Scanners	0
Other Peripherals	0
Totals:	42

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

(No Response)

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Instructional Technology & Infrastructure Inventory

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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?

177

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	No
Windows XP	No
Windows 7.0	Yes
Windows 8.0 or greater	No
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.

No Learning Management System is being used at this time.

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

Microsoft Word
 Microsoft Excel
 Microsoft PowerPoint
 Achieve 3000 - TeenBiz
 Achieve 3000- Kidbiz

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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 KidsSearch
 ImageQuest
 Teachingbooks.net
 National Geographic Kids
 FactCite

8. Does the district have a Parent Portal?

Yes

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

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

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

(No Response)

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

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

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

Title	Number of Current FTEs
Director For IT and Data	1.00
Computer Data Operator	0.70
	1.70

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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?

Over the time-line of the plan, 2015-2018, each grade level group will be involved in the following:

K-4:

Work with teachers to use technology to increase students' reading levels and reading informational texts

Committee on Special Education will work with general education staff on assistive technology models

Work with data as part of building level data plans to improve teaching and learning as part of the district's Professional Development Plan

Continue work with staff to use of use mobile devices as part of instruction

Integration of technology into Common Core modules

5-8:

Orientation of 5-8 staff to new Network compatible workstations

Work with teachers to use technology to improve literacy at each grade level

Committee on Special Education will work with general education staff on assistive technology models

Work with data as part of building level data plans to improve teaching and learning as part of the district's Professional Development Plan

Continue work with staff to use of use of mobile devices as part of instruction

Integration of technology into Common Core modules

9-12:

Work with data as part of building level data plans to improve teaching and learning as part of the district's Professional Development Plan

Continue work with staff to use of mobile devices as part of instruction

Committee on Special Education will work with general education staff on assistive technology models

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 uses a universal design approach to differentiating instruction and supporting all students with disabilities by using assistive technology in the classroom. Google Apps for Education supports this with various assistive word processing needs. Additional devices will also expand student learning inside and outside the classroom as it will provide more students opportunities to access tools via the internet directly in the classroom and at home. Furthermore, the district will evaluate new technologies to assist with adaptive technology. This will be done through meetings with student support services and special education department through-out the year. Implementation will occur with staff during pre-meetings on IEPs for each student to regarding appropriate digital solutions.

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 plan addresses the use of assistive technology in the general curriculum through providing integration of technology for all students and the use of that technology in the completion of the teaching and the learning. The Committee on Special Education will be working directly with general curriculum teachers to develop a plan for continued transition using the technology in the classroom. Multiple modes of this use to differentiate the instruction is included in professional development to provide staff with knowledge of multi-means of using the technology to accomplish a task.

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

Instructional Technology Plan - Annually - 2016Curriculum and Instruction

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- 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 uses a universal design approach to differentiating instruction and supporting all students, including ELL students by using assistive technology in the classroom. Google Apps for Education supports this with various assistive word processing needs, examples including Google Translate, Announcify and Select and Speak. Additional devices will also expand student learning inside and outside the classroom as it will provide more students opportunities to access tools via the internet directly in the classroom and at home. Furthermore, with the purchase of more devices, due to our district's high rate of poverty this will help close learning gaps for ELL students who may not be able to afford a device.

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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.**

The plan includes professional development, and encourages faculty and staff to participate in Model Schools, Teacher Center, MORIC, and Madison-Oneida BOCES trainings. The following are the areas that the plan is concentrating on for the term of the plan, 2015-2018:

Topic #1: Use of technology to increase students' reading and writing levels with informational texts

Audience: Teachers, Support Staff, and Administrators

Method of Delivery: Model Schools/Turnkey Training/PLC's

Topic #2: Data Reporting and Analysis – Use of building level data reports and plans to improve teaching and learning

Audience: Teachers, Support Staff, and Administrators

Method of Delivery: Model Schools/Turnkey Training/PLC's

Topic #3: Continuation of Integration of Technology into the Common Core Modules

Audience: Teachers, Support Staff, and Administrators

Method of Delivery: Model Schools/Turnkey Training/PLC's

Topic #4: Use of Mobile Devices as Part of Instruction

Audience: Teachers, Support Staff, and Administrators

Method of Delivery: Model Schools/Turnkey Training/PLC's

- 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
Integration Specialist	0.80
	0.80

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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	Switches	650,000	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 checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
2.	Wi-Fi	135,000	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 checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
3.	Chromebooks	145,000	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 checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
4.	Professional Development	17,000	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.	Staffing	120,000	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	1,067,000	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)

Instructional Technology Plan - Annually - 2016

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 starting to roll-out Chromebooks throughout the district with a pilot starting in 2015 at the high school for ELA and Social Studies. It was a success and the district will continue to roll out additional chromebooks to 10th grade and other grades in the district. AP US History students will be provided Chromebooks that will be used both at home and at school. This is the start of a phase-in program that plans to expand over the next two years. Data was collected through a survey that indicated that at home access due to the rural areas of our district is a concern for many of our parents. The plan has for the addition of Wi-Fi on the school buses for students to access during their ride to and from home. Many of these students are on the bus for over one hour due to the large geographic area of the district. Sports teams will also have access to the Wi-Fi on the buses to allow team members to utilize time on buses during travel events to do homework. A pilot was done in 2013 with a borrowed unit on a bus with the sports teams that was very successful. After school access in the buildings of the computer labs and the Wi-Fi is made available to students for two hours for those students that need access to devices they do not have at home. A community center pilot is being started in 2017 to allow community members access to the Internet to do work and business after 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.

McDonalds, Dunkin Donuts, Camden Public Library

Instructional Technology Plan - Annually - 2016

Instructional Technology Plan Implementation

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I. Instructional Technology Plan Implementation

Instructional Technology Plan - Annually - 2016

Instructional Technology Plan Implementation

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

2016-2017: Due to large staff and locations of district buildings, each of the actions listed will be done on a rolling enrollment over the three years.

Professional Development for the Implementation of Technology

K-4 Actions:

Work with teachers to use technology to increase students' reading levels and reading informational texts

Work with data as part of building level data plans to improve teaching and learning as part of the district's Professional Development Plan

Continue work with staff to use of use Chromebooks as part of instruction

Integration of technology into Common Core modules

Start introduction cloud based computer applications and adaptive technologies

Work with integration of technology in the writing process

5-8 Actions:

Work with teachers to use technology to improve literacy at each grade level

Work with data as part of building level data plans to improve teaching and learning as part of the district's Professional Development Plan

Continue work with staff to use of use Chromebooks as part of instruction

Integration of technology into Common Core modules

Integration of technology in the writing process

Start introduction cloud based computer applications and adaptive technologies

9-12 Actions:

Work with data as part of building level data plans to improve teaching and learning as part of the district's Professional Development Plan

Continue work with staff to use of use i-Pads as part of instruction

Continue work with staff to use of use Chromebooks as part of instruction

Start introduction cloud based computer applications and adaptive technologies

Desired Outcomes:

Continued promotion of technology integration based on district priorities

Successful orientation and integration of new products and services for students

Smooth implementation of assistive technology into general education classrooms.

Implementation of Technology Installations

2015-2016:

- Updated computer systems through the buildings
- Updated Printers
- Continued subscriptions to current software
- Continued Tech support
- Continued Instructional Support
- Install new computer lab in library media center
- Start Chromebook pilot at High School

2016-2017:

- Start replacement of Ceiling Mounted Projectors
- Improvement of Wireless network
- Add Computer Lab in CES with wireless workstations
- Replace Staff mobile devices
- Lab Monitoring Software
- Continued subscriptions to current software
- Continued Tech support
- Continued Instructional Support
- Update Network Backbone with new switches and hardware
- Start updating security systems
- Introduction of cloud based computer systems and adaptive technologies
- Expand Chromebook pilot to other school buildings
- Installation of Wi-Fi on school buses

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Instructional Technology Plan Implementation

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2017-2018

- Introduction of cloud based computer systems and adaptive technologies
- Cont. improvement of Wireless network
- Continued subscriptions to current software
- Continued Tech support
- Continued Instructional Support
- Cont. replacement of Staff mobile devices
- Cont. updating security systems
- Update Network Backbone with new switches and hardware

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Monitoring and Evaluation

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J. Monitoring and Evaluation

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

Strategies include evaluations of professional development, surveys of staff on implantation of new or updated products and/or services, and surveys to the community on the impact of the instructional technology that they have observed in their daily business or at home with their children. Evaluations of professional development will occur after each training through MyLearningPlan.com. Other surveys will be conducted twice a year starting in late Fall of and late Spring through out the plan period, 2015-2018. The desired outcomes of the evaluations and surveys will help the district to determine its areas of strength and areas of improvements to continue to develop and enhance its technological developments in curriculum, instruction ,and infrastructure.

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

	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	http://web2.moboces.org/districtpolicies/?public=camden	1996
Internet Safety/Cyberbullying*	http://web2.moboces.org/districtpolicies/?public=camden	1987
Parents' Bill of Rights for Data Privacy and Security	http://www.camdenschools.org/district.cfm?subpage=68581	2013

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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?**

None

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)