

Instructional Technology Plan - Annually - 2016

LEA Information

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A. LEA Information**1. 2014-2015 Student Enrollment**

	Total Enrollment	Pre-K Enrollment	K-2 Enrollment	3-5 Enrollment	6-8 Enrollment	9-12 Enrollment	Ungraded Enrollment
Student Enrollment	3,870	231	779	747	777	1,293	43

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

Jennifer Gallagher, Ed.D.

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

Assistant Superintendent

Instructional Technology Plan - Annually - 2016Instructional 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 Long Beach Public Schools is to develop inquiring, knowledgeable and enthusiastic students who value and demonstrate critical thinking and problem solving. Through collaborations and partnerships, Long Beach Public School graduates will be compassionate, life-long learners capable of achieving their personal goals as self-sufficient, responsible and contributing citizens of a diverse global community.

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

We often hear about how the “speed” of technological advances will transform the economic and social landscape of America within a few short years. As noted by the Institute for the Future, “What’s giving us the acceleration effect is not that things are changing more quickly, but that more things are changing at the same time.”

The Long Beach Public School District is committed to offering a wide range of technological resources and training to its students and staff, in order to meet the demands of living, learning, and working in an ever-changing global economy. Their success will be achieved by effectively retrieving, receiving, processing and applying information through the use of technologies. The use of technology will enable students and staff to develop their abilities and interests as well as to function as literate, resourceful, self-sustaining, and informed participants of a multicultural society.

The Long Beach City Public School District Technology Plan is aligned to the Common Core Standards. During the 2014-15 school year, the District Technology Planning Committee identified the following goals, in conjunction with the 21st Learning Mile Guidelines. These are:

- Goal 1: To Create a district-wide wireless infrastructure for Districtwide implementation of 1:1 mobile devices for all students
- Goal 2: Improve engagement of community stakeholders through District Technology
- Goal 3: Facilitate online assessments for increased student achievement
- Goal 4: Support professional development for the 1:1 Initiative and Schooltool transition
- Goal 5: To develop and implement effective technology and financial planning strategies to support changing technology and in support of student learning

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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.

A district technology planning committee is an extremely valuable educational entity which contributes greatly to the development, implementation and evaluation of district-wide technology goals and strategies. The Long Beach City Public School District's Technology Steering Committee consists of membership from the following constituent groups:

- Parents
- Community members
- Administrators
- Teachers
- Technology staff

Each year, The Long Beach City Public School District organizes the technology planning committee whose purpose is to research and develop strategies pertaining to the areas of best practices and trends in educational technology, professional development, and other areas which are needed to develop and sustain the district's annual technology plan. Membership is voluntary and is open to all constituent groups on an annual basis each fall, and throughout the course of the regular school year. Regular monthly meetings are held after school hours at various locations throughout the district.

The 2014-2015 Technology Planning Committee was instrumental in developing the goals, strategies, evaluation criteria and implementation timeline for the 2015-2018 Long Beach City Public School District Technology Plan. The committee also developed the professional development goals and recommended technology which is embedded in this document.

Throughout the course of the school year, on a regular basis, the district seeks feedback and assistance from staff, students and the community in order to ensure the highest level of goal attainment that is possible is met in light of necessary fiscal constraints. Formalized surveys pertaining to the effectiveness of professional development are taken following each professional development workshop. Administrators and teachers are routinely asked for suggestions for professional development and recommendations are reflected in the schedule of professional development each year.

Teachers and students are also routinely surveyed and asked to provide feedback on technology projects and the professional development workshops in which they participate.

Based on the feedback that is provided to the district, technology planning assumptions and professional development opportunities may be adjusted each year to help more teachers integrate technology into their curriculum.

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?

Nassau BOCES by Lightpath and Cablevision

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 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 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 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

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?

15

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?

99

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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	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)	300	300
Laptops/Virtual Machine (VM)	0	0
Chromebooks	625	625
Tablets less than nine (9) inches with access to an external keyboard	10	10
Tablets nine (9) inches or greater with access to an external keyboard	10	0
Tablets less than nine (9) inches without access to an external keyboard	5	0
Tablets nine (9) inches or greater without access to an external keyboard	500	500
Totals:	1,450	1,435

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

6

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

Funding for specialized professional development for teachers and IT staff in order to make full use of available assistive technologies or funding for a comprehensive assistive technology needs assessment, on an individual basis, for all students identified as disabled.

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

	Number of devices in use
Document Cameras	100
Flat Panel Displays	15
Interactive Projectors	5
Interactive Whiteboards	10
Multi-function Printers	60
Projectors	220
Scanners	65
Other Peripherals	10
Totals:	485

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

10 - 3D printers and plotters for presentation

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

Yes

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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?

Yes

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

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

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Software and IT Support

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D. Software and IT Support

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

	Is this system in use?
Mac OS Version 9 or earlier	No
Mac OS 10 or later	Yes
Windows XP	No
Windows 7.0	Yes
Windows 8.0 or greater	Yes
Apple iOS 7 or greater	Yes
Chrome OS	Yes
Android	Yes
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."**

NA

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.**

Scholastic Achievement Manager (SAM)

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

World Book for Students
 Brain Pop Jr
 Pebble Go - all four
 ABC Clio - American History
 ABC Clio - World History the Modern Era

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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.

JSTOR
Questia

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
IT Director	0.50
Tecnnician	6.00
Computer Lab Teaching Assistants	6.00
	12.50

Instructional Technology Plan - Annually - 2016Curriculum 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?**

All Students will have the capacity to create on-line digital portfolios of their work in Grades (K-12) using Google Apps. The learning environment will provide students with social learning opportunities to make use of BYOD technologies, and access to social learning opportunities including private clouds, blogs, cloud computing and digital portfolios.

The Long Beach Cloud affords students with the opportunity to conduct on-line research, pose questions, exchange information, and work collaboratively with other students using a variety of resources such as student email in Google Apps or the MicroSoft Suite 365. This Technology Plan creates an environment which teachers and staff utilize digital tools to improve both teaching and learning. will continue to be provided additional instructional technology. The district is implementing a one-to-one initiative in the Middle School and High School for the (2016-2017) School Year. Teachers are currently using digital tools such as tablets, laptops, and Smart Boards. The access to technology will be greatly increase and enhanced through the funds provided by the Smart Schools Bond Act.

The use of Google apps for Education in grades (7-12) will have a positive effect on expanding learning outside of the traditional classroom. Engaging students in learning outside of the classroom will foster critical thinking and independent learning. Google Classroom allows teachers to provide real-time feedback to students.

Professional development is being planned for the staff on the use of these technologies to meet the diverse needs of all students to enhance their overall performance and reduce the achievement gap.

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's core values include both equity and access. In addition to the devices provided to the general education population, special education students are provided with additional software and hardware to meet their unique educational needs.

The district has provided technology to facilitate the learning of the special needs student. Currently, all schools have wireless and iPads have been provided to both special education and ESL students with appropriate curriculum. Also, appropriate assistive software such as Dragon Speech recognition and Kurzweil text to speech software have been installed. This will continue with the Smart Schools Bond Act in addressing the needs of the all special needs students in the district.

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 Long Beach Google Cloud was implemented in Fall 2012. Teachers now have the ability to enroll in the Long Beach Cloud and provide their students access to Google Apps for Educational applications.

The district has provided technology to facilitate the learning of the special needs student. Currently, all schools have wireless and iPads have been provided to both special education and ESL students with appropriate curriculum. Also, appropriate assistive software such as Dragon Speech recognition and Kurzweil text to speech software have been installed. This will continue with the Smart Schools Bond Act.

The Long Beach Cloud affords students with the opportunity to conduct on-line research, pose questions, exchange information, and work collaboratively with other students using a variety of resources such as student email in Google Apps or the MicroSoft Suite 365. This Technology Plan creates an environment which teachers and staff utilize digital tools to improve both teaching and learning. The district's core values include both equity and access. In addition to the devices provided to the general education population, special education students are and will continue to be provided additional instructional technology. This includes iPads, Chromebooks, and additional assistive devices. The district is implementing a one-to-one initiative, and teachers are using digital tools such as tablets, laptops, and Smart Boards to facilitate student learning allowing for communication, creativity and collaboration. The access to technology will be greatly increase and enhanced through the funds provided by the Smart Schools Bond Act.

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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 Long Beach Google Cloud was implemented in Fall 2012. Teachers now have the ability to enroll in the Long Beach Cloud and provide their students access to Google Apps for Educational applications.

The district has provided technology to facilitate the learning of the special needs student. Currently, all schools have wireless and iPads have been provided to both special education and ESL students with appropriate curriculum. Also, appropriate assistive software such as Dragon Speech recognition and Kurzweil text to speech software have been installed

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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.**

Each year, teachers are asked to complete a professional development survey as part of the three-year professional development plan. Some questions specifically address professional development needs in the area of technology. The survey also includes open-ended questions where teachers can share their concerns and interests on any topic. The district regularly revises and improves upon the current procedures for the development and delivery of professional development. Through the Professional Development Committee, a collaborative group of teachers and administrators, the professional development needs are reviewed while plans are created to support appropriate learning activities.

Teachers are provided with professional development opportunities throughout the school year. On Superintendent Conference Days, technology related courses are part of the menu of options each teacher can attend. During the 2015-2016 academic year, teachers were provided with a myriad of professional development workshops through the My Learning Plan Professional Development Management System.

Teachers register to request approval to participate in professional development workshops via the district’s professional development management system “My Learning Plan”. Following completion of each professional development workshop and on Superintendent’s Conference Day, teachers are asked to complete a survey for each workshop attended. Survey results are used to provide feedback and valuable information which is used by the district to revise professional development strategies as needed. This past Conference Day teachers were given an overview of Google Apps. An annual survey administered as part of the Professional Development Plan also provides opportunities for teachers to provide feedback.

The Long Beach School District will incorporate effective professional development strategies in support of all district technology initiatives and in accordance with the Smart Schools Investment Plan.

The professional development goals and strategies were identified during the (2014-2015) school year by the District Technology Committee.

During the (2015-2016) school year, this strategy is being reviewed and translated into specific activities in support of professional development and the Smart School Investment Plan associated with the mobile technology initiatives as well as the implementation of new student management system (School tool).

extensive professional development is being planned for the staff on the use of these technologies to meet the diverse needs of all students to enhance their overall performance and reduce the achievement gap. The district offers in-house PD, staff can take graduate level courses, and inservice, conferences and workshops are all avenues for teachers to attain professional learning. Technology related PD includes:

- LBTC - Google Apps for Education Certified Trainer : Curriculum Integration
- Google Apps and Chromebook training - multiple dates throughout the school year
- Connected Leadership Institute
- Twitter for Education
- Setting up Google Classroom
- RAZ Kids
- Easy Tech
- NWEA
- BAS

- 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	0.50
Assistant Superintendent	1.00
Teacher Assistants	4.00
	5.50

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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	Laptops	1,013,730	Both	<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.	Desktops	157,400	Both	<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.	Interactive Displays/Projectors/Whiteboards	412,000	Both	<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.	Servers	163,967	Both	<input checked="" type="checkbox"/> BOCES Co-Ser Purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
5.	Chromebooks	90,000	Both	<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 checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
Totals:	0	1,837,097	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.**

The one to one initiative will greatly increase access to technology for all district students and staff..

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.**

Local businesses and restaurants, public libraries, public parks, and government buildings.

Instructional Technology Plan - Annually - 2016Instructional Technology Plan Implementation

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I. Instructional Technology Plan Implementation

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

Date	Action Steps
November, 2016	Rollout of Smartboards, laptops, desktops and servers; distribution of Chromebooks to Grades 7,8
December 2016 through March 2017	2016 Distribution of Chromebooks for grades 7, 9-12 and ongoing staff development
Spring 2017	Tech Committee finalizes implementation of elementary technology use plan
Fall 2017 through Spring 2018	2017 Distribution of elementary devices
Spring 2018	Tech Committee plans for additional PD, ongoing purchasing and maintenance

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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.**

The district has a technology committee that meets monthly. This group has been instrumental in the development of the Technology Plan and of the Smart Schools Investment Plan. This committee will identify strengths and concerns with regard to the district meeting the goals of the Technology Plan. Additionally, the district sends out an annual feedback survey to all staff regarding professional development and technology. The results of the survey will be utilized to analyze the goals of the plan and the impact on teaching and learning of technology.

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

	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	http://www.lbeach.org/school_board/district_policy_manual	2016
Internet Safety/Cyberbullying*	http://www.lbeach.org/school_board/district_policy_manual	2013
Parents' Bill of Rights for Data Privacy and Security	http://www.lbeach.org/school_board/district_policy_manual	2013

Instructional Technology Plan - Annually - 2016Survey 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?

There could be a question related to additional needs from the state as LEAs proceed with the SmartSchools Bond process. Perhaps there are opportunities to share services to a further degree and there are additional resources for the large amount of data that districts are now processing.

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

The question concerning the community wireless access is difficult for schools to identify. Was the question looking for a vague answer such as local businesses, etc.. or was the intent to identify every wireless access point within the community?

5. Other comments.

Completing the survey was a useful exercise in preparation of the district technology plan and in preparation for the Smart Schools Bond Act money. Additionally, the review process was important for the district's preparation for a policy review for the relevant technology policies.

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Appendices

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Appendices

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

(No Response)