

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	1,630	0	335	361	402	523	9

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

David Dileo

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.

It is the mission of the Babylon School District to integrate technology into curriculum, instruction, and assessment in order to:

- Provide opportunities for active, collaborative, individualized, and interdisciplinary learning.
- Provide a multimedia learning environment that includes global communication and information exchange.
- Prepare students to function in a technological world.
- Prepare students to make a smooth transition to the worlds of college and work.
- Enhance teacher and student communication skills.
- Provide the entire learning community with opportunities to become technologically literate.

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

The Babylon Board of Education is dedicated to educating students to develop desired moral, ethical, and cultural values, to stimulate and expand a continual learning process and to cultivate an understanding and appreciation of the rights and responsibilities of American citizens, which will enable them to function effectively as independent individuals in a democratic society. The Board strives to maintain a comprehensive approach to satisfy the educational needs of the students of the district by meeting or exceeding the state's requirements.

The Board seeks to implement a variety of instructional methods and to increase the opportunities for the development of each individual's capabilities and personality. It is the district's goal to foster in students good work habits, integrity, self-discipline, individual creativity, originality, aesthetic appreciation, good sportsmanship, self-confidence and a sense of purpose. Extracurricular activities will be offered when possible to enhance the academic program.

The Board encourages parents and teachers to offer their expertise in helping to develop a school environment that is academically challenging, psychologically satisfying and socially fulfilling for students at all levels. The objectives of an educational program are best realized when mutual understanding, cooperation, and effective communications exist among the home, community and school.

Technology at the Babylon Union Free School District is a vehicle by which the school community learns, communicates and creates. Our vision is that technology will allow us to expand our reach within the community.

Technology will enable us to leverage increased collaboration among staff and through better access to information and each other we will be able to improve our delivery of services.

Students will take greater advantage of the social and academic opportunities we provide. The proper use of technology within the district will allow us to become more efficient and effective in our day-to-day tasks leading to better service for the school community.

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.

Meetings with the various stakeholder groups during the process of writing the instructional technology plan has helped develop a cohesive and solid direction for our district. The Board of Education, district technology committee, PTA, K-12 Teachers and the administrative team all participated in meetings throughout the year to identify the needs of the district in order to advance the use of technology for instructional and academic purposes.

All of the participating members agreed that addressing the top issues of wireless connectivity, professional development and access to new technologies were most important.

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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 Babylon School District is in need of assistance in providing more access to technologies to students and staff. Our top three challenges are causing the gap are: 1. Wiring and equipment that is outdated and in need of upgrades 2. Our current wireless infrastructure does not provide streamlined access throughout the district and is more than seven years old. Two of our three buildings do not have 100% coverage and in an effort to provide more access, we need to fill this gap. 3. Our current limited technology staff works diligently to address tech issues. Increasing the number of staff members will help.

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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?

Western Suffolk 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 type="checkbox"/> 1 Gbps - < 10Gbps <input type="checkbox"/> 100 Mbps- < 1 Gbps <input checked="" 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 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	50	<input checked="" type="checkbox"/> Mbps <input type="checkbox"/> Gbps
Maximum Capacity of Switches	100	<input checked="" type="checkbox"/> Mbps <input 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?**

65

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)	554	554
Laptops/Virtual Machine (VM)	45	0
Chromebooks	426	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	2	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	110	0
Totals:	1,137.00	554.00

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

18

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 is always a resource that can help grow and develop our technology integration. Having funds for a comprehensive needs assessment tool for assistive technologies in the district that can help us determine the best tools to use with students with disabilities would be a valuable asset. Also being able to provide our special education staff (that continues to grow) with professional development on implementing assistive technology tools effectively with our disabled students would benefit their learning. Access to these technologies for our students can come from teacher recommendations, IEPs, and 504 accommodations, but knowing of these types of technologies is needed. Funding for our staff members to attend local and national conferences to learn of the latest tools to enhance instruction and learning would be useful.

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

	Number of devices in use
Document Cameras	3
Flat Panel Displays	0
Interactive Projectors	0
Interactive Whiteboards	53
Multi-function Printers	15
Projectors	29
Scanners	5
Other Peripherals	0
Totals:	105.00

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?**

300

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	Yes
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."

(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 Used

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Software and IT Support

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

In no particular order:
 Smart Notebook
 Google Apps for Education
 Microsoft Office
 Go Math!
 Renaissance Learning

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

Virtual Reference Collection
 WorldBook Online Biography
 Reference Bank
 Pebble Go
 Academic One File

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).

3-8 ELA, Math and Science Assessments

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
Level 2 Technician	1.00
Teacher	0.10
Level 1 Technician	1.00
Director of Technology and Accountability	0.50
Principal Clerk	0.30
	2.90

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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?

Our vision is that technology will allow us to expand our reach within the community and in a global capacity. Technology will enable us to leverage increased collaboration among staff and through better access to information and each other we will be able to improve our delivery of services.

Students will take greater advantage of the social and academic opportunities we provide through the use of technology. The proper use of technology within the district will allow us to become more efficient and effective in our day-to-day tasks leading to better service for the school community and preparing our students to be global citizens. We have worked with a set of goals that directly focus on improving teaching and learning:

Goal One: The district will use technology to continuously improve communication among students, teachers, administrators, support personnel and the community.

Goal Two: The district will integrate technology as a tool to enhance learning and teaching across all disciplines in support of the district curriculum guides, the New York State Learning Standards and National Educational Technology Standards (NETS) to enhance and expand the student learning environment.

Goal Three: Teachers and support staff will receive ongoing training on the use of technology.

Goal Four: Continue to build and update a stable network infrastructure and ensure effective practices for data recovery, data retention and security

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.

As indicated on many of our students' IEP's, specific directives are listed and followed to ensure that our students with disabilities are receiving equitable access to instruction, materials and assessments. From simply giving students the ability to word process, listen to a test being read, or having a device while in class, this allows our students to learn the same curriculum as our general education students. Additionally, iTouch devices, one-to-one Chromebooks are sometimes offered to assist our students with their learning at home.

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.

As indicated above, assistive devices such as iTouches, Chromebooks are offered for student use within the class time, but also to take home to support their learning.

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).

As indicated above, assistive devices such as iTouches, Chromebooks are offered for student use within the class time, but also to take home to support their learning.

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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.**

As part of our writing of our district Professional Development Plan, we have identified these as our mission and goals: Mission Statement: The overall mission of the Babylon School District Professional Development Plan is to provide opportunities for teachers and staff to critically examine and implement best practices in order to foster lifelong learners who are responsible members of a global community.

Goals: The goal of the Babylon School District Professional Development Plan is to improve the quality of teaching and learning in the District by ensuring that teachers, school leaders and teaching assistants participate in ongoing and sustained professional development in order to remain current with best practices and to meet the learning needs of all students.

The committee has determined that Professional Development should:

- Align to District Goals
- Develop from a needs assessment
- Align to the Common Core Learning Standards
- Relate to the professional goals of individuals and groups
- Reflect student achievement data
- Relate to individual student learning needs
- Be focused, purposeful and differentiated
- Support interdisciplinary teaching
- Comply with governing documents

Examples of technology-related professional development opportunities afforded to staff are:

- Google Classroom
- Using Google Drive
- Teacher Online Gradebooks
- Teacher Website Development
- ASK Tech!
- Social Medias Role in Education
- Cloud Computing

All technology professional development opportunities are offered to all teachers K-12. We solicit input from the teachers when developing the topics by surveying and evaluating their feedback. From their needs, we develop sessions and offer summer learning opportunities, after school sessions, and "Lunch and Learn" meetings. We include members of our own teaching staff who are our "in-house experts" on certain topics to lead the PD sessions. Most of the learning opportunities are held in a computer lab running from 1-4 hours, dependent on the topic. Other means that teachers participate in professional development can take the form of:

- District-sponsored workshops conducted outside of the school day
- Workshops with consultants during the school day (release time)
- Work with consultants/colleagues in classrooms
- District approved conferences
- Online coursework/Videoconferencing
- Curriculum writing

- 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
Library Media Specialist	3.00
GS Technology Teacher	0.50
	4.00

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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	Wi-Fi	250,000	One Time	<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
2.	Professional Development	20,000	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 checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
3.	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
4.	Interactive Displays/Projectors/Whiteboards	150,000	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
5.	Instructional Software	45,000	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:		585,000.00		

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Technology Investment Plan

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2. **If "Other" was selected in question one, for items purchased or for a funding source, please specify.**

(No Response)

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Status of Technology Initiatives and Community Involvement

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H. Status of Technology Initiatives and Community Connectivity

1. Please check any developments, since your last instructional technology plan, that affect the current status of the technology initiatives.

- Changes in District Enrollment
- Changes in Staffing
- Changes in Funding
- Technology Plan Implementation
- Computer-based Testing
- Catastrophic Event
- Developments in Technology
- Changes in Legislation
- Other
- None

2. In this section, please describe how the district plans to increase student and teacher access to technology, at home and in the community.

In our district, we are a virtualized environment. This means that we are using VMWare for our servers and our systems which enables our staff and students access to our school systems from home. By using any browser, a user can visit <http://view.babylonschools.org> and login in to the designated image they are assigned (we have nine images available based upon a person's role in the district). Once there, they can either download the client or work directly in the web browser accessing their files on the school network and using the software available that they may not have access to at home. If a child does not have a computer at home, he can go to the public library and access our school network. It's 24/7 access to our network. Our library systems and computer labs are available for students to use on a scheduled basis. Either during study hall, lunch, or during scheduled extra help sessions provided by teachers, students can use our technologies. We'd like to increase availability and open our schools more. We're also going to be increasing our wireless guest network as part of our three year plan to allow access from personal devices for staff and students.

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.

Babylon train station: Optimum Online

Babylon Public Library

Through a Babylon Village revitalization project other locations, include restaurants and coffee shops throughout the Village have access to WiFi connections

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Instructional Technology Plan Implementation

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I. Instructional Technology Plan Implementation

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

During the 2015-2016 school year the plan was put in place for the initial use of the Smart Schools Bond funding in order to saturate the district with wireless coverage in anticipation of moving forward with a one-to-one tablet initiative. This project was rolled over unto the following school year while waiting for the approval of the Smart Schools Bond plan.

During the 2016-2017 school year, our first planned milestone is to get 100% wireless coverage across the district. Our goal is to have this ready by October of 2016. At present, our Babylon Elementary School (grades K-2) only has four "hot spots" within the building. Our Babylon Memorial Grade Schools (grades 3-6) has its own wireless network (Juniper) that gives 100% coverage in all areas. Our Babylon Junior Senior High School (grades 7-12, and administration offices) has approximately 25 wireless access points throughout the building that provides about 60% coverage. The system is six years old and our priority is to replace this system and have 100% coverage in all the nooks and crannies in the building since it is three floors with several additions.

We are also expanding our Computer Science courses to include coding, gaming and creating apps. We will need to purchase additional equipment (Macbooks, server, storage) to help get this project off the ground. During the 2016-2017 school year, we will be able to literally "roll out" more Google Chromebook carts to all locations in the buildings. Having limited areas with wireless limits the use of these devices. Our continued offerings of professional development to teach staff how to integrate Google Apps for Education, including Google Classroom, will increase as we increase wireless accessibility. We've been using Google Apps for Education with staff for approximately eight years and we introduced it to students in September 2013. We started small with a focused group of sixth grade students and seventh and eighth grade English Language Arts students and teachers. Since, we've implemented Google accounts for all students in grades 3-12. Additionally, we will be implementing a security system in all three buildings. This will include security cameras inside and outside of the buildings along with a visitor management system.

During the 2017-2018 school year, we will continue to provide professional development and increase the number of mobile devices. Though we do not plan, at this time, to be a one-to-one district, we intend to provide access within our schools as much as possible for students and teachers to use for learning. We want our classrooms to continue to grow to be student-centered with students working collaboratively to learn. Technology, multimedia, hands-on learning, critical thinking and authentic experiences are the goal that technology can support by putting it in the hands of our students. Thinking of the jobs of the future, some we can't even imagine yet, we want our Babylon students to leave our schools prepared for college and careers. Technology is the mainstay of education and we want to provide our students with opportunities, experiences and skills through their time in our schools.

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Monitoring and Evaluation

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J. Monitoring and Evaluation

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

Because the implementation of a technology plan is continuous, so is its evaluation. Experience has shown us that we must reevaluate, modify objectives and expectations, and alter strategies as our program implementation proceeds. The Assistant Superintendent for Curriculum and Instruction will be responsible for collecting the data to assess the effectiveness of the plan and its implementation. The means by which we are evaluating our program implementation include observations that are made by teachers, students, and administrators. Department and grade level meetings have been the forums for informal discussions about what is needed in specific areas of the curriculum. Our District Technology Committee also provides feedback from teachers, administrators, community and Board of Education members.

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

	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	http://www.babylon.k12.ny.us/Assets/Student_Registration/AUP-Jan-2015.pdf?t=635584700105000000	2009
Internet Safety/Cyberbullying*	http://www.babylon.k12.ny.us/Assets/District_Policies/5300_CodeofConduct_0612.pdf	2015
Parents' Bill of Rights for Data Privacy and Security	http://www.babylon.k12.ny.us/Assets/2014-2015_Resources/Babylon_Parents_data_Privacy.pdf?t=635457777703000000	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)