

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	4,759	0	967	957	1,198	1,611	26

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

William Roberge

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

Director of Technology

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Instructional Technology Vision and Goals

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B. Instructional Technology Vision and Goals

1. **Please provide the district mission statement.**

The mission of the West Genesee Central School District, in partnership with the community, is to ensure that each student attains the knowledge, skills and attitudes necessary, not only for lifelong learning, but also for becoming a cooperative, self-directed, productive, caring citizen.

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

VISION STATEMENT

In support of our mission to enhance life long learning, technology must be integrated into daily instruction. We are committed to using technologies to facilitate the process of learning through different modalities and to promote communication and collaboration. We will provide effective training for students and staff and educate our learners in the ethical application of technology. The West Genesee Central School District is committed to teaching the skills necessary to be technologically literate and competitive in an ever-changing world.

Goals

Implement technology that addresses the instructional and administrative needs of the district.

Ensure that all staff and students are proficient at applying pertinent technology to attain professional and academic goals.

Increase support and access to instructional technology including but not limited to professional development, human resources and equipment.

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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.

Technology Plan Development Meetings				
Dates	Committee	Purpose	Participants	Outcome
10/23/14	Parent Curriculum Information Council	Gather feedback from PTA, PTO, and PTSO representatives on current and future instructional technology goals	District PTA, PTO, PTSO representatives, Asst. Superintendent for Curriculum & Instruction, BOE representative, Director of Instructional Technology	Provided district leadership opportunity share instructional technology goals to representatives to be shared with their respective groups
12/15/2014 – 1/16/2015	Calls for Commentary	Gather feedback from all district staff, students, and community members through online survey	All district staff, students, and community members	Provided Strategic Planning Members with clear picture of stakeholder perception of district technology needs
2/5/15	Strategic Planning Committee	Review district goals and feedback from all stakeholder groups regarding	Students, Community Members, BOE Members, Teachers, Administration, Instructional Technology	Provided guidance for new plan for 2015-16 school year
4/1/2015	Board of Education	Provide BOE and community members information regarding current status and future goals for instructional technology	BOE members, students, teachers, administration, and community members	Presented current status and future goals for instructional technology while providing dialogue for feedback
12/2015 – 1/2016	Calls for Commentary	Gather feedback from all district staff, students, and community members through online survey	All district staff, students, and community members	Provided Strategic Planning Members with clear picture of stakeholder perception of district technology needs
2/4/16				
Strategic Planning Committee				
Review district goals and feedback from all stakeholder groups regarding				
Students, Community Members, BOE Members, Teachers, Administration, Instructional Technology				
Provided guidance for new plan for 2015-16 school year				

X

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4. **Please provide the source(s) of any gap between the current level of technology and the district's stated vision and goals.**

- Access Points
- Cabling
- Connectivity
- Device Gap
- Network
- Professional Development
- Staffing
- Other
- No Gap Present

5. **Based upon your answer to question four, what are the top three reasons causing the gap? If you chose "No Gap Present" in question four, please enter N/A.**

N/A

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Instructional Technology & Infrastructure Inventory

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C. Technology and Infrastructure Inventory

1. Please identify the capacity of the telecommunications line coming into the district network hub. The district's Regional Information Center can provide the district with this information if needed.

- Greater than 10 Gbps
- 10 Gbps
- 1 Gbps - < 10 Gbps
- 100 Mbps - < 1Gbps
- 50 Mbps - < 100 Mbps
- 10 Mbps - < 50 Mbps
- Less than 10 Mbps

2. What is the total contracted Internet bandwidth access for the district? Choose one.

- Greater than 10 Gbps
- 10 Gbps
- 1 Gbps - < 10 Gbps
- 100 Mbps - < 1 Gbps
- 50 Mbps - < 100 Mbps
- 10 Mbps - < 50 Mbps
- Less than 10 Mbps

3. What is the name of the agency or vendor from which the district purchases its primary Internet access bandwidth service?

CNY RIC

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 checked="" type="checkbox"/> 10 Gbps <input type="checkbox"/> 1 Gbps - < 10Gbps <input type="checkbox"/> 100 Mbps- < 1 Gbps <input type="checkbox"/> 50 Mbps - < 100 Mbps <input type="checkbox"/> 10 Mbps - < 50 Mbps <input type="checkbox"/> Less than 10 Mbps
Maximum Capacity	<ul style="list-style-type: none"> <input type="checkbox"/> Greater than 10 Gbps <input checked="" type="checkbox"/> 10 Gbps <input type="checkbox"/> 1 Gbps - < 10Gbps <input type="checkbox"/> 100 Mbps- < 1 Gbps <input type="checkbox"/> 50 Mbps - < 100 Mbps <input type="checkbox"/> 10 Mbps - < 50 Mbps <input type="checkbox"/> Less than 10 Mbps

5. Please identify the minimum and maximum circuit speeds at which the classrooms in the district are connected to the school building wiring/network closet.

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	Please provide the speed at which classrooms are connected to building wiring/network closet.
Minimum Circuit Speed Within a School Building	<input type="checkbox"/> Greater than 10 Gbps <input type="checkbox"/> 10 Gbps <input checked="" type="checkbox"/> 1 Gbps - < 10Gbps <input type="checkbox"/> 100 Mbps- < 1 Gbps <input type="checkbox"/> 50 Mbps - < 100 Mbps <input type="checkbox"/> 10 Mbps - < 50 Mbps <input type="checkbox"/> Less than 10 Mbps
Maximum Circuit Speed Within a School Building	<input type="checkbox"/> Greater than 10 Gbps <input type="checkbox"/> 10 Gbps <input checked="" type="checkbox"/> 1 Gbps - < 10Gbps <input type="checkbox"/> 100 Mbps- < 1 Gbps <input type="checkbox"/> 50 Mbps - < 100 Mbps <input type="checkbox"/> 10 Mbps - < 50 Mbps <input type="checkbox"/> Less than 10 Mbps

6. What are the minimum and the maximum port speeds of the switches that are less than five years old in use in the district?

	Port speed of switches	Mbps or Gbps
Minimum Capacity of Switches	1	<input type="checkbox"/> Mbps <input checked="" type="checkbox"/> Gbps
Maximum Capacity of Switches	10	<input type="checkbox"/> Mbps <input checked="" type="checkbox"/> Gbps

7. What percentage of the district's wireless protocols are less than 802.11g?
0

8. Do you have wireless access points in use in the district?
 Yes
 No

8a. What percentage of your district's instructional space has wireless coverage?
100

9. Does the district use a wireless controller?
Yes

10. How many computing devices less than five years old are in use in the district?

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	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)	1,180	1,180
Laptops/Virtual Machine (VM)	1,110	1,110
Chromebooks	320	320
Tablets less than nine (9) inches with access to an external keyboard	0	0
Tablets nine (9) inches or greater with access to an external keyboard	0	0
Tablets less than nine (9) inches without access to an external keyboard	9	9
Tablets nine (9) inches or greater without access to an external keyboard	430	430
Totals:	3,049	3,049

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)?

25

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.

Training for staff in the use of ipads and assistive software such as dictation, speech to text and text to sound (readers)
 Training for speech language pathologists in updated augmentative communication devices including voice output and ipad apps
 Ipad apps for non-verbal students to use as voice output devices, such as pro-lo-quo to go and Touchchat to name a few
 Assistive technology equipment, such as Swivl, hearing amplification devices such as microphone/hub for use with promethean boards during classroom instruction, laptops with large screens and software to enlarged font for visually impaired students, keyboards with enlarged letters/numbers, variations on computer mouse and eye gaze control devices for physically disabled students

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

	Number of devices in use
Document Cameras	25
Flat Panel Displays	264
Interactive Projectors	0
Interactive Whiteboards	34
Multi-function Printers	2
Projectors	149
Scanners	0
Other Peripherals	2
Totals:	476

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

Two Tandberg video conferencing units.

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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?

200

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."**

(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.**

Edmodo

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

GAFE, ActivInspire, Edmodo, FAST, STAR

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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.

Facts on File
 GALE
 MediaConnect
 Pepple Go
 EBSCO

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

9a. Please specify if the response to question nine was "Other".

Blogs, Digital Newsletters, Instagram

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 of Technology	0.20
LAN Tech	1.00
LAN Tech	1.00
LAN Tech	1.00
Web Coordinator	0.80
ITS Assistant	9.00
	13.00

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Curriculum and Instruction

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E. Curriculum and Instruction

1. What are the district's plans to use digital connectivity and technology to improve teaching and learning?

The success of the West Genesee Central School District Technology Plan requires adequate educational and technical staffing, as well as a structured approach for providing assistance to staff when needed. The technology teaching assistants and the turnkey trainers must continue to address the ongoing issues related to the support of technology integration. This support function includes modeling the use of technology tools and curriculum specific software in classrooms with individual teachers and small groups, as well as searching out specialized software and web resources for teachers to use in support of their lessons. The support function also includes helping teachers explore the best ways to use technology with students. The School Library Media Specialist meet monthly to discuss curriculum and how library technologies can assist teachers in delivery curriculum. BOCES Support- An instructional Technology Integration Specialist from the OCM BOCES Regional Information Center is in the District four days per week throughout the year. The role of this person is to support classroom instruction and provide professional development in both workshop and classroom settings. Additionally, a CoSer for Distance Learning Services provides two on-site days for instructional implementation of video conferencing and distance learning collaborations in classrooms. Online Tutorial, Resources, and Collaboration tools - The newly designed District website and our email system have online tutorials created to support specific curricular areas and/or specific software.

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 school district provides access to instruction, materials, and assessments based on a student s Individual Education Plan and goals set out through the Strategic Plan. The school district also works closely with BOCES to plan and implement procedures to provide adequate access. The Committee on Preschool Special Education (CPSE) and the Committee on Special Education (CSE) provide focus and oversight of implementations for both public and nonpublic students with disabilities.

3. Does the district's instructional technology plan address the provision of assistive technology specifically for students with disabilities to ensure access to and participation in the general curriculum?

Yes

3a. If "Yes", please provide detail.

The district s instructional technology plan addresses the provision of assistive technology by providing access to necessary assistive technologies in accordance with a student s Individualized Education Plan (IEP). The district also works closely with regional BOCES to provide assistive technology and services to students as part of their instructional program. The district and BOCES work collaboratively to plan and implement procedures to provide assistive technology to students in the district.

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 proposed purchases will allow greater student access in ELL populations. This area was surveyed in instructional technology needs related to current and future program goals. With a strong district movement towards Google Apps For Education (GAFE), Chromebooks are a valuable tool assisting teachers with differentiated instruction and learning inside and outside the classroom. Apple iPads also assist a needed level of assistive technology for the ELL populations.
 The purchasing of touch screen mobile devices allow independent use for those who otherwise would not be. The devices purchased will support all learners including ELL. These students will need the ability to speak into a microphone to have their enunciation evaluated. In addition, the will need the text to voice to practice pronunciation. Finally, the ability to create and watch videos of US sayings can be viewed and reviewed as many times as the students needs.

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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.**

During the time period covered by this plan a great deal of professional development will need to be planned and implemented. To begin the process we will survey staff, faculty, and students to determine needs/gaps based on the goals and objectives stated in the district Technology Plan. From those surveys we will develop differentiated training to address the stated needs. That training will include but is not limited to: paid professional hours, workshop days, short sessions using an Instructional Technology Support Specialist from the Regional Information Center, making teachers aware of the Teaching Center and the resources it provides, utilizing building and district level turnkey trainers, self-paced independent learning. In addition to the professional development other resources that will be utilized include building and district level teaching assistants, and BOCES RIC Services, which include BOCES ITD, Model Schools, E-Learning Connect, SLS, SchoolTool, MyLearningPlan, etc.

- 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
Inst Tech Integ Spec	0.80
Info Sys Coordinator	1.00
Director of Technology	0.80
	2.60

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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	Instructional Software	225,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser Purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input checked="" type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
2.	Other	1,500,000	One Time	<input type="checkbox"/> BOCES Co-Ser Purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
3.	Laptops	345,000	One Time	<input type="checkbox"/> BOCES Co-Ser Purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
4.	Professional Development	20,000	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	180,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser Purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
Totals:	0	2,270,000	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.

Chromebooks

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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.

Continuing with efforts to prepare students for college and career, it is the goal of WGCS D to create a dynamic, technology-infused environment where confident students are actively engaged with one another and curriculum is integrated and focused on real-world applications. In this environment every student has a district issued, network capable device to use and teachers are assigned laptops that may be taken home. Technology is student-centered and serves as a tool that empowers students and teachers. In this environment technology is seamlessly integrated into the classroom allowing students to take ownership of their education. Instruction is personalized and adapted to each student's needs. This vision not only describes an innovative and vibrant learning environment where students thrive and fully engage, but it also includes teachers who are invigorated, collaborative, and eager learners themselves. Moving forward, the district is looking at a one-to-one student device environment that will allow the learner access at home during the school year. In addition, the district is exploring opportunities for increased community access to network resources 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.

Local businesses, public libraries

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Instructional 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.**

Dates	Actions	Desired Outcomes
Fall 2015	Hiring additional integration specialist and support technician	Support and provide additional opportunities for training and professional development. Maintain current infrastructure while planning implementation for additional resources. Forty percent of faculty move from substitution on technology SAMR model to augmentation.
Fall 2016	Plan and implement first stage of student one to one environment	Provide and support seamless access to Web based resources (GAFE)
Fall 2017	Complete one to one environment	Provide and support seamless access to Web based resources (GAFE)

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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.**

Dates	Actions	Desired Outcomes
Monthly	Curriculum Councils evaluate implementation and effectiveness of the plan as necessitated by the Strategic Planning Process	Make recommendations towards any course changes in implementation
Winter	All district stakeholders are surveyed annually regarding instructional technology	Provide the Strategic Planning Team feedback regarding areas of instructional technology.
Winter	The District’s formal Strategic Planning Process, carried out under the direction of the Board of Education, includes the assessment of progress toward the goals of the Technology Plan on an annual basis. This process evaluates the long-term direction of technology within the context of overall District planning	Ensure that revisions are made to the Technology Plan document to reflect Strategic Planning Team recommendations.
Spring	Instructional Technology is reviewed at minimum, annually by the Board of Education	Make recommendations towards any course changes in implementation

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

	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	http://westgenesee.org/PDFs/BoardOfEducation/Policies/BOE_Policy_Instruction_4510.3Rev.pdf	2015
Internet Safety/Cyberbullying*	http://westgenesee.org/PDFs/BoardOfEducation/Policies/BOE_Policy_Instruction_4510.9Rev.pdf	2015
Parents' Bill of Rights for Data Privacy and Security	http://www.westgenesee.org/PDFs/District/WGCSD%2015-16%20District%20CalendarFINAL_ColorForWeb.pdf	2016

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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)