MEXICO CSD
Instructional Technology Plan - Annually - 2015

A. LEA Information

1. **What is the total student enrollment based on the most recent BEDS Day submission?**

2,313

2. **What is the student enrollment by grade band based on the latest BEDS Day submission?**

	Enrollment
Grades K-2	449
Grades 3-5	475
Grades 6-8	475
Grades 9-12	773

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

Steven Rouix

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

Director of Technology

4a. **If the response to question four was "Other", please provide the title.**

(No Response)

B. Instructional Technology Vision and Goals

1.   Please provide the district mission statement.

Mission - We will support student achievement by:

· developing and sustaining exemplary educational experiences

· creating and maintaining an environment that supports learning and embraces individuality

· engaging in professional development that drives good instruction

· connecting with our larger community to promote opportunities for adult involvement in the educational process

Vision - Every student at Mexico Academy & Central School will acquire and sustain a passion for learning that ensures success.

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

Technology Vision: To maximize student achievement and prepare students for adult roles, every member of the MACS community will have access to current technologies and the tools needed for effective technology integration. We will achieve this by:

· Providing sufficient technical support

· Implementing quality professional development that is curricular driven

· Preparing all students so they can exceed the state and local standards for 21st century learning

· Increasing access to technology resources

Technology Goals

The work of the District Technology Planning Committee (DTPC) team was focused on the development of goals specific to the needs of the district. The goals were written in such a way that their outcomes were centered around improving, moving forward, or enhancing the technology program's impact on curriculum and instruction. The template that was used to write the goals required the team to think about the present state of technology, called "indicators", and the desired state of technology, called "targets". An "action plan" for each indicator, detailed with "action steps", was written. The hardware/software requirements, person responsible, evaluation method, and timeline for each step have been included. The result is a comprehensive set of goals and action plans that, spread over three years, will reinforce the program's integrity and move technology integration at Mexico forward.

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.

Our Technology Plan has been the result of many hours of planning, preparation and meetings. Without the hard work of all those involved, the plan would have not been possible. The District Technology Planning Committee (DTPC) began the process by brainstorming the present and future state of the eight categories to develop specific technology goals for technology infusion in the district over the next 3 years. Using these goals as a central focus, a comprehensive technology plan was crafted. Below is a list of the people who participated in the planning process.

District Technology Planning Committee (DTPC)

James Emery District BOE Member/Parent, Denis Brooks District BOE Member/Parent, Alicia Koster District School Business Administrator, Alicia Archer MS Teacher, Diane Bush HS Teacher, Judy Perlet NH Library Media Specialist, Lynn Rathbun ME Teacher, Tiffany Carpenter PL Teacher, Megan Cernaro PL Teacher, Karen Humphrey Mexico Elementary Principal, Peg Scorzelli Palermo Elementary Principal/Parent, Daniel Packard New Haven Principal, Nancy Kather District Training Specialist (BOCES), Jennifer Laubscher District Training Specialist (BOCES), Bradley Fox District Network Administrator, Steven Roux District Director of Technology.

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 (Checked)

    Cabling (Checked)

    Network (Checked)

    Professional Development (Checked)

    Staffing (Checked)

4a.   Please specify if "Other" was selected in question four.

(No Response)

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

The top three challenges facing our district in meeting our stated vision is to continually provide a safe, secure and reliable network that addresses of all stakeholders. This also includes the need for increased connectivity and bandwidth, and to provide all staff with embedded professional development opportunities that challenge and change their instructional practices to focus on student centered learning.

C. Technology and Infrastructure Inventory

1. **What is the available network broadband bandwidth? Please express speed in Mb (Megabits) or Gb (Gigabits). ***

	Minimum Capacity (Expressed in Mb or Gb)	Maximum Capacity (Expressed in Mb or Gb)
Network Bandwidth: Incoming connection TO district schools (WAN)	1GB	1GB
Internal Network Bandwidth: Connections BETWEEN school buildings (LAN)	1GB	1GB
Bandwidth: Connections WITHIN school buildings (LAN)	1GB	1GB

2. **What is the total contracted Internet access bandwidth for your district? Please express speed in Mb (Megabits) or Gb (Gigabits).**

225 MB

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

CNY RIC

4. **Which wireless protocols are available in the district? Of these, which are currently in use? Check all that apply.**

	Available/In Use
802.11a	Available (Checked)
802.11b	(No Response)
802.11g	Available (Checked) In Use (Checked)
802.11n	Available (Checked) In Use (Checked)
802.11ac	Available (Checked) In Use (Checked)
802.11ad	(No Response)
802.11af	(No Response)

5. **Do you have wireless access points in use in the district?**

Yes

   5a. **What percentage of your district's instructional space has wireless coverage?**

   100

6. **Does the district use a wireless controller?**

Yes

7. **What is the port speed of the switches that are less than five years old in use in the district?**

1GB

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

	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)	1,070	1,070
Laptops/Virtual Machine (VM)	763	763
Chromebooks	0	0
Tablets less than nine (9) inches with access to an external keyboard	0	0
Tablets nine (9) inches or greater with access to an external keyboard	0	0
Tablets less than nine (9) inches without access to an external keyboard	71	71
Tablets nine (9) inches or greater without access to an external keyboard	763	763
Totals:	2,667.00	2,667.00

9. **Of the total number of students with disabilities in your district, what percentage of these students are provided with assistive technology as documented on their Individualized Education Programs (IEPs)?**

   42

10. **From your technology needs assessment, please describe any additional assistance or resources that, if provided, would enhance the district's ability to provide improved access to technologies, including assistive technologies, for students with disabilities.**

   Over the years, Mexico Academy and CSD has strived to provide appropriate learning tools for all our students. For students with disabilities, assistive technologies help students achieve a more independent and mobile life. While we are comfortable identifying appropriate tools for the general population, we are not as comfortable choosing the most effective tool for students with disabilities. This is an ever greater challenge as we work with a diverse group of needs and with limited exposure and experiences with assistive technologies.
   Therefore, it is our goal to contract with an assistive technology consultant who would advise us in the selection and implementation of assistive technology tools. We would also use this agency to provide our staff with training in the most efficient usage of these tools.

11. **How many peripheral devices less than five years old are in use in the district?**

	Number of devices in use that are less than five years old
Document Cameras	12
Flat Panel Displays	12
Interactive Projectors	0
Interactive Whiteboards	190
Multi-function Printers	24
Projectors	194
Scanners	7
Other Peripherals	0
Totals:	439.00

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

   (No Response)

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

Yes

14. **Does the district allow students to Bring Your Own Device (BYOD)?**

Yes

14a. **On an average school day, approximately how many student devices access the district's network?**

700

15. **Has the school district provided for the loan of instructional computer hardware to students legally attending nonpublic schools pursuant to Education Law, section 754?**

No

D. Software and IT Support

1. **What are the operating systems in use in the district?**

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

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

Ubuntu Linux

3. **What are the web browsers, both available and supported, for use in the district?**

	Web Browsers available and supported for use
Internet Explorer 7	No
Internet Explorer 8	No
Internet Explorer 9 or greater	Yes
Mozilla Firefox	Yes
Google Chrome	Yes
Safari (Apple)	No
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.**

Schoology

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

- Smart Notebook
- Microsoft Word
- PowerPoint
- Schoology
- Schooltool

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

- Gale Virtual Reference Library
- PBS Learning Media
- Marshall Cavendish Digital
- Destiny Online
- Biography in Context.

8.   **Does the district have a Parent Portal?**

Yes

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

Attendance (Checked)
Homework (Checked)
Student Schedules (Checked)
Grade Reporting (Checked)
Transcripts (Checked)
Other (Checked)

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

Medical information and Demographics

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

Learning Management System (Checked)
Emergency Broadcast System (Checked)
Website (Checked)
Facebook (Checked)
Twitter (Checked)

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

(No Response)

10.   **Please list title and FTE count (as of survey submission date) of all staff whose primary responsibility is technical support.**

Title	Number of Current FTEs
Network Administrator	1.00
LAN Technician	3.00
Director of Instructional Technology	1.00
	5.00

E. Curriculum and Instruction

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

Mexico Central Schools has embraced a Blended Learning Model of instruction. The purpose of the Blended Learning Model is to:

1. Encourage teachers to respond to the needs of the 21st Century learner.
2. Model best practices in the use of Blended Learning strategies to improve student achievement.
3. Engage students in technology-enriched activities that are authentic, multidisciplinary, and directly related to academic standards.

Currently, approximately 30% of our teachers have participated in extensive and on-going training in this model. As a testament to our commitment to this process, we are adding approximately 15 teachers each year, with the intent to eventually have all of our teachers trained in this model.

Our model focuses on the use of technology as a tool for engaging students in meaningful learning experiences. While technology instruction is not the primary purpose, we recognize the importance of using current methodologies that are so prevalent in the lives of our students. We believe that this will increase their engagement in learning new content. Our educational goal is to focus on working with the student to develop the foundational skills to seek, identify and analyze content, with increasing independence over time, using current technologies. This is not an overnight process by any means. Both teachers and students must begin to understand how they play these new roles in learning, prior to it becoming effective in the learning environment.

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 specify.

As stated previously, Mexico Academy and CSD has strived to provide appropriate learning tools for all our students. For students with disabilities, assistive technologies help students achieve a more independent and mobile life. While we are comfortable identifying appropriate tools for the general population, we are not as comfortable choosing the most effective tool for students with disabilities. This is an ever greater challenge as we work with a diverse group of needs and with limited exposure and experiences with assistive technologies.

Currently, we have almost 42% of our SpEd students using assistive technology as defined in their IEP. This technology ranges from supplemental hardware tools like desktop computers, laptops, and tablets with software and Apps like, Read White Gold, Proloquo, Zoom Text, C-Print and many other titles. We are very proud of level of support we make available to our students, but feel we can always use more training and support.

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.

Many of our students with disabilities are placed in integrated co-taught courses that provide the same technology tools to all students. As stated earlier, students with disabilities are provided assistive technology tools based on their specific need via their IEP.

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.**

As we transition to technology based learning, the interaction between content knowledge, instructional pedagogy and technology based skills development becomes paramount to the success of the individual learner within the blended model. We prioritize our professional development to promote technological literacy and facilitate the effective use of all appropriate technology.

According to the New York State Professional Development Standards:

Effective professional development fosters a culture of continuous improvement for all engaged in the learning endeavor.

We believe that the purpose of Mexico's professional development is to strengthen the instructional skills of all of the staff that work directly or indirectly with our students. To that end, we also believe that the blended learning environment is a significant new development in addressing the needs of our diverse learners. Blended learning directly and seamlessly infuses technology to engage the learner and enhance teaching and learning. For many of our educators, this is a significant shift in their approach to instruction. While not an exhaustive list, we plan to address:

- Schoology
- Touchcast
- tABs (Technology Academic Bookmarks)
- BeeBots
- Screencast-O-Matic
- Castle Learning
- Moby Max

Professional development is most effective when it takes place in professional learning communities.

Professional development is most effective when it is job embedded, directly relevant to classroom practice, provided over time, and when it provides opportunity for practice of new strategies, time to reflect on changes, and time to integrate new learning into the teaching practice.

In keeping with the above recommendations from NYSED we model what we know to be good classroom instruction. This means that we meet the learner (in this case, the educator) where they are and move them along the continuum toward instructional excellence.

This requires differentiation in a variety of methods include providing PD: 1) at various times such as extended summer academies, before school, direct support and modeling in the classroom during instruction, after school; 2) in various settings such as individual, small group, or whole group; 3) at various levels such as beginner, intermediate, and advanced levels of training; and 4) and targeted to the various roles in our district such as paraprofessionals, teachers, and administrators.

Professional development is most effective when adequate resources are provided. Resources include money, people, and time. Resources necessarily come from a variety of sources, and must be sufficiently sustained over time to insure the full impact of professional development. Resources are adequate when they ensure that all educators can study, practice, reflect, receive feedback on practice, and implement knowledge and skills necessary to be effective with their students and others.

Finally, NYSED recognizes the need to "put your money where your mouth is". While we have prioritized significant district funds to begin the implementation of the Blended Learning model in our district, the planned extension of this model to all classrooms will require more that we currently have available. We anticipate that the infusion of additional dollars via the Smart Schools Bond Act will help us to realize our goal of providing cutting edge instruction to our students.

2. **Please list title and FTE count (as of survey submission date) of all staff whose primary responsibility is technology integration training and support for teachers.**

Title	Number of Current FTEs
Computer Ed. Specialist	0.40
Computer Ed. Specialist	0.40
Computer Ed. Specialist	0.60
Director of Technology	1.00
	2.40

G. Technology Investment Plan

1. **Please list the top five planned technology investments in priority order over the next three years.**

	Anticipated Item or Service	Estimated Cost	Is Cost One-time or Annual	Potential Funding Source (May list more than one source per item.)
1	Broadband	153,000	Annual	ERate
2	Servers	200,000	One Time	ERate
3	Wi-Fi	100,000	One Time	General Fund
4	Network Cabling	100,000	One Time	General Fund
5	Professional Development	50,000	Annual	General Fund
Totals:		603,000.00		

2. **If "Other" was selected in question one, please specify.**

NA

H. Status of Technology Initiatives and Community Connectivity

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

Changes in Funding (Checked)
Technology Plan Implementation (Checked)
Computer-based Testing (Checked)
Developments in Technology (Checked)

   1a.   Please specify if response to question one was other.

(No Response)

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

Mexico Academy has made great strides to purposely infuse technology into our schools and into the instructional process. Through the Blended Learning instructional model, we provide appropriate learning technology tools coupled with imbedded professional development to support our teachers in creating engaging learning opportunities for our students. We have also continue to invest in infrastructure to support expanding computing and Internet access. This includes an upgrade to our wireless network, provide updated computing tools such as; desktop computer, iPads and laptop carts and to provide embedded professional development to support student centered learning.
Teachers utilize a variety of online programs that support learning in and outside of the school. One such program is Schoology, our Learning Management System. Schoology serves as our portal for content delivery including, assignments, online video recordings of lessons or class activities and a vehicle for collaboration and communication between students. We have seen a significant link between technology, achievement, and motivation. Teachers and students tend to be more engaged and interested when technology is an integral part of teaching and learning.
Systems like Schoology and other online learning programs, are allowing students to connect to learning in and out of the classroom. Many students are working on assignments using web based program to do extra credit work, to review content they didn't learn in class, to familiarize themselves with content prior to a lesson and to collaboratively create projects that measure their knowledge and understanding of the curricular content.

3.   **Please check all locations where Wi-Fi service is available to students within the school district geographical boundaries.**

School (Checked)
Home (Checked)
Community (Checked)

   3a.   Please identify categories of available Wi-Fi locations within the community.

Mexico Academy & Central schools supports a high density deployment of wireless clients throughout the entire district. The wireless design is based on providing data services to clients throughout the buildings to support instruction utilizing both personal and district mobile resources.
The access to Wi-Fi in the community outside district buildings is limited to local businesses, the public library, non-profit and government entities. The District does not provide home Wi-Fi to students but through surveys we found that most students have home access either through WiFi or cellular plans.

I. Instructional Technology Plan Implementation

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

With the approval of the Smart Schools funding, Mexico Academy will continue to expand our Blended Learning program that provides deeply embedded professional development to support engaged, project based and student centered learning. To support this district initiative, we will upgrade district infrastructure, expand connectivity to web content, and provide staff with appropriate instructional technology learning tools. Our milestones and timeline is listed below.

Blended Learning Timeline: 2015 – 2018. This timeline is based on a three year model. Each year we will do the following:

• Open the Blended Learning application process and select applicants who agree to and will abide by the constraints of the program.
• Provide ongoing and embedded training and support to Blended Learning teachers.
• Support Blended Learning teachers in meeting their instructional goals and the requirements of the Blended Learning Program throughout the school year.
• Provide professional development opportunities for all staff in the adoption of Schoology as their Learning Management System along with other software and pedagogical training to meet specific instructional objectives.

Timeline for equipment upgrades:

2015 – 2016

• Replace desktop computer in Mexico Middle School and Palermo Elementary School
• Replace netbooks in carts at the high school and middle school.
• Replace failing projectors district wide
• Purchase mobile technologies for new Blended Learning teachers. This will included 13 iPads or 13 laptops for each Blended Learning teacher.
• Purchase an additional iPad cart for the high school and middle school.

2016 – 2017

• Replace desktop computer in Mexico High School and New Haven Elementary School.
• Replace laptops in carts at the Mexico Elementary, New Haven Elementary and Palermo Elementary.
• Replace failing projectors district wide
• Purchase mobile technologies for new Blended Learning teachers. This will included 13 iPads or 13 laptops for each Blended Learning teacher.
• Purchase an additional iPad cart for Mexico Elementary, New Haven Elementary and Palermo Elementary.

2017 – 2018

• Replace desktop computer in Mexico Elementary School.
• Replace mobile technologies in all science classrooms.
• Purchase an additional laptop cart for each building.
• Replace failing projectors district wide
• Purchase mobile technologies for new Blended Learning teachers. This will included 13 iPads or 13 laptops for each Blended Learning teacher.
• Replace iPad for Physical Education staff.

Timeline for infrastructure upgrades:

2015 – 2016

• Increase broadband internet connectivity to address expanded media consumption and cloud services utilization.
• Wireless network expansion to accommodate the increased number of wireless devices throughout the district.
• Purchase digital signage solution.

2016 – 2017

• Closet switches will be replaced with units that provide high power budgets due to the power requirement of new wireless equipment.
• Purchase a backup generator system to provide backup power for the district network.
• Purchase and install Single Wire – Cisco's paging and altering system to support school safety and communications.
• Purchase additional firewall to afford high availability.

2017 -2018

• Bring online additional fiber strands that are not being utilized.
• Purchase servers as needed to support initiative/s.
• Review wireless infrastructure to purchase and deploy additional AP's as need.

J. Monitoring and Evaluation

1. **Please describe the proposed strategies that the district will use to evaluate, at least twice a year, the effectiveness of the implementation of the district's instructional technology plan to improve teaching and learning.**

Evaluation

The District Technology Plan was designed from its inception to be a living document, capable of adapting to changing technological and instructional environments. It is acknowledged by those on the committee that a plan whose vision attempts to extend three or more years into the future is challenging especially in an ever changing world of technology world. Many factors beyond the control of the District Technology Planning Committee and its advisors are expected to contribute to errors in judgment, including:

• New technologies will develop that are currently unforeseen.

• Nascent technologies that are currently experimental will become mainstream technologies.

• New uses of current technologies will lead instructional practices in unanticipated directions.

• Under- and over-estimates of needs, capacities, and patterns of use will emerge.

• Declining costs will render currently cost-prohibitive technologies affordable.

Revision

Regular reviews of the plan, its assumptions and effects, along with potential impacts of newly available or affordable technologies must be made by the District Technology Planning Committee on at least an annual basis. In addition, a flexible and clearly defined path for proposal, evaluation and recommendation of modifications to the plan that represent specific building concerns is necessary. These steps are prescribed as follows:

It will be the responsibility of the administrative team (building principals, District administrators, and technology coordinator) to annually evaluate the effectiveness of plan implementation.

Evaluation activities will include:

1. The Building Team develops a formal proposal including rationale, cost and implementation structures, and district-wide implications.

1. The Technology Project Implementation Committee, consisting of the Superintendent, Business Manager, Director of Technology, and Board President, reviews the proposal and either:

1. Recommends the proposal for approval to the next step or

2. Sends it back to the group for revisions.

2. The proposal is reviewed by Administrative Council, Recommends the proposal for approval to the next step.

3. The proposal is presented to the Board of Education. After discussion, evaluation, and formal vote, the Board approves the proposal as an official amendment to the Technology Plan.

4. The Technology Project Implementation Committee is charged with oversight of the execution of the plan as it is adopted and/or amended by the Board.

At any point in the process where a review committee returns the proposal to the Building Technology Team, it will include a list of modifications and/or request for additional information which, if incorporated into a revised proposal, will secure that committee's recommendation to the next level.

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

	Date of Public Forum (If applicable)	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	06/10/2015	http://www.mexico.cnyric.org/files/14816/aup13-16final.pdf	2007
Internet Safety/Cyberbullying	06/10/2015	http://www.mexico.cnyric.org/files/14816/aup13-16final.pdf	2007
Parents' Bill of Rights for Data Privacy and Security	(No Response)	http://www.mexico.cnyric.org/policies.cfm?pid=245&searchwords=data%20security	2006

3. **Does the district have written procedures in place regarding cybersecurity?**

No

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

1a.   **If response was "No", please explain.**

(No Response)

2.   **Was the guidance document helpful?**

Yes

2a.   **If "No", please explain.**

(No Response)

3.   **What question(s) would you like to add to the survey? Why?**

I felt the survey was fine as is!

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

I felt the survey was fine as is!

5.   **Other comments.**

NA

Appendices

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

(No Response)