Educational Technology Plan

Mexico Academy and Central School

2014 - 2016

Mexico
High School

Mexico
Middle School

Mexico
Elementary School

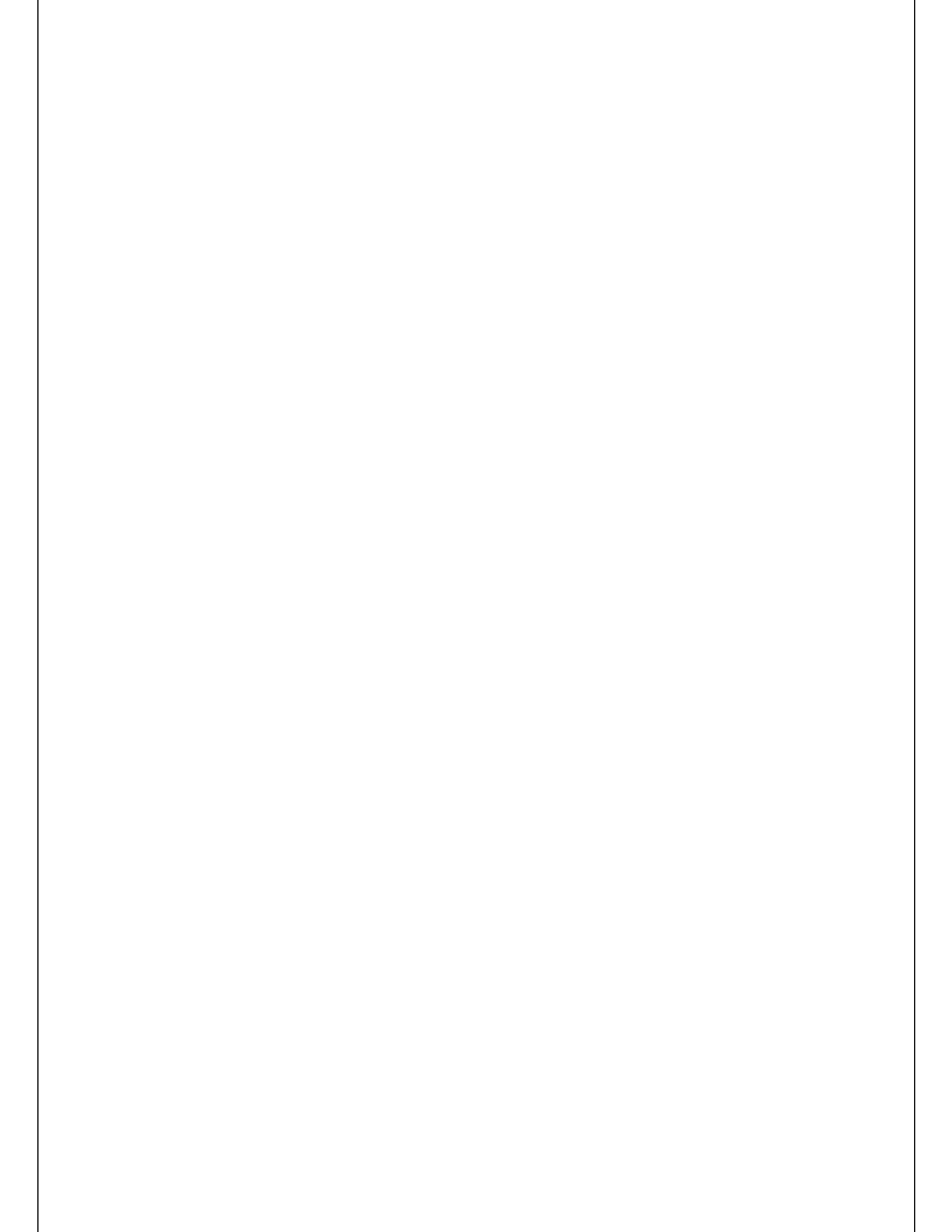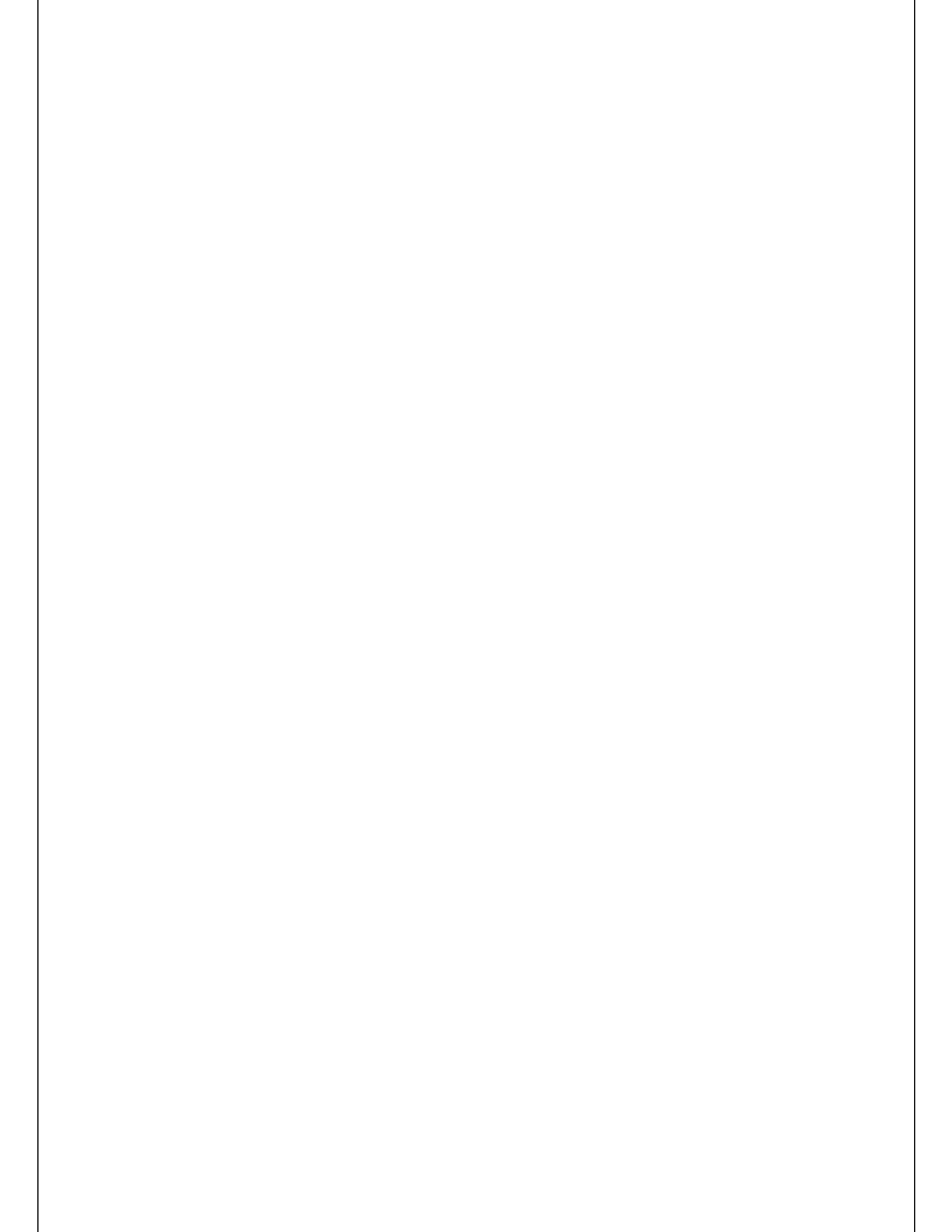New Haven
Elementary School

Palermo
Elementary School

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A

Introduction

Building 21st Century Skills

Over the last three years, we have seen an explosion in the use of technology in our daily lives. We use smartphones, tablets, and mobile computers in our homes, in the work place and especially in our schools. Mexico Academy has expanded the use of technology beyond the presentation of visually rich information and content, to engage students in active learning opportunities that promote creativity, communication, collaboration, and critical thinking. This active engagement has promoted learning and discovery that foster the skills needed to become productive members of society.

In doing so, the Instructional Technology department with the support of the Board of Education, continues to upgrade the District's computer network infrastructure, has installed a wireless network in all buildings, has successfully piloted a one-to-one mobile computer classroom in each elementary building and has expanded computing access by installing iPad and netbook carts in the middle and high school for classroom usage. These additional opportunities for student access to information and resources have changed the instructional strategies of our staff and have provided engaging learning opportunities for our students.

To promote this student engagement, professional development has and will continue to play an essential role in the success of our programs. Staff has been provided extensive training and support for integrating technology into all curricular areas especially in the integration of Project Based Learning (PBL). We believe that PBL allows students to explore their interests in the framework of a defined curriculum and engages students in authentic problem solving. As you will see from this three year plan, we will complement our PBL model to include a Blended Learning instructional model that incorporates a combination of face-to-face classroom instructional strategies and computer mediated activities.

Mexico is proud of the instructional opportunities we provide our students, and we look forward to continuing to provide appropriate learning opportunities to prepare our students to become effective learners, effective collaborators and effective creators.

The Technology Planning Process and the Committee Behind It All

The technology plan contained herein addresses a variety of areas but focuses largely on eight critical components derived from the District Technology Committee's goal-setting process:

1. **Computer Access** – Computer workstations including desktops, laptops, netbooks and tablets in each building.
2. **Peripheral Access** – Digital cameras, scanners, copiers, color printers, and black/white printers.
3. **Student Outcome** – Computer skills and instructional objectives targeted at appropriate grade levels.
4. **Professional Development** – Training and support of staff to implement the powerful tools of technology to enhance programs with a focus on Project Based and Blended Learning models.
5. **Information Access** – Installed software and online resources as well as district information such as student records, schedules, library resources and testing and evaluation data to enhance programs.
6. **Connectivity** – Connection to information resources such as on-line services, distance learning networks and the internet.
7. **Communication** – Communication of district information to district stakeholders including, faculty, staff, students, parents, the Board of Education, community and business members.
8. **Evaluation & Assessment** – Monitoring and adjustment of the plan. How do we know we're there?

This 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 above 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 (the school building and the stakeholder group each represents are included)

District Technology Planning Committee

James Emery	District	BOE President
Alicia Koster	District	School Business Administrator
Alicia Archer	MS	Teacher
Diane Bush	HS	Teacher
Judy Perlet	NH	SYSOP/Library TA
Lynn Rathbun	ME	Teacher
Tiffany Carpenter	PL	Teacher
Megan Cernaro	PL	Teacher
Karen Humphrey	ME	Principal
Peg Scorzelli	PL	Principal
Daniel Packard	NH	Principal
Nancy Kather	District	Training Specialist (BOCES)
Jennifer Laubscher	District	Training Specialist (BOCES)
Bradley Fox	District	Network Administrator
Steven Roux	District	Director of Technology

Highlight of the New Three-Year Technology Plan

Professional Development:	Staff
Blended Learning Classrooms	46
Project Based Instruction	90
Targeted Technology Trainings	90

Equipment Replacement:	Qty.
Laptops	150
Netbooks	75
Projectors	

Mobile Carts (w/25 devices each)	Qty.
HS Netbook Carts	5
HS iPads Carts	1
Science Classroom Netbooks (6 per)	4
MS Netbook Carts	4
MS iPads Carts	1
ME Netbook Carts	3
ME iPads Carts	3
NH Netbook Carts	3
NH iPads Carts	3
PL Netbook Carts	3
PL iPad Carts	3

Section

B

Vision & Goals

District Mission & Vision

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.

Comprehensive Educational District Plan – Goals

Objective 1: Curriculum: Student learning will be driven by a coherent, rigorous, and mapped curriculum that emphasizes Common Core State Standards and promotes College and Career Readiness.

> **Strategy 1.1:** All courses preK – 12 will be fully mapped at the Essential, Consensus, and Individual levels, and aligned to the Common Core Learning Standards (CCLS).

Objective 2: Instruction: Students will be actively engaged by purposeful and rigorous instruction that develops a deep understanding of the curriculum.

> **Strategy 2.1:** Emphasize literacy instruction in all content areas to allow students to make deep connections to the district curriculum.

> **Strategy 2.2:** Support a rigorous learning environment that reflects opportunities for students to engage in critical thinking and problem solving.

> **Strategy 2.3:** Support student learning through the use of data to drive instruction.

Objective 3: Climate: Students will learn in an environment that is safe and mutually respectful, and promotes a sense of pride, trust and open communication for all stakeholders.

> **Strategy 3.1:** Improve the health, safety and welfare of students.

> **Strategy 3.2:** Strengthen morale of staff.

> **Strategy 3.3:** Improve the level of satisfaction of external stakeholders concerning service.

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.

Advanced Technology

Mexico is committed to providing new and advanced technologies to challenge students and prepare them for advanced careers after high school. We have supported these efforts by providing regular updates to our equipment inventory and infrastructure including upgrades to our network operating system, security and backup upgrades. With the addition of our district wide wireless project, we have also added mobile technologies such as iPads, iPods and netbooks to our buildings and classrooms. Further, we constantly strive to seamlessly integrating technology into the curriculum by continuing to provide purposeful professional development that supports Common Core State Standards (CCSS) and International Society of Technology in Education (ISTE) skill acquisition.

Technology Goal 1

Goal: **To develop and maintain professional development opportunities in the Blended Learning instructional model for (15) teachers each year for (3) years**

Indicators (Present)   Targets (Future)

2. **Limited staff exposure and training in the Blended Learning instructional model**	**Action Plan**	**Provide professional development opportunities for staff in the implementation of the Blended Learning instructional model**

2. **Limited mobile computing equipment available to staff**	**Action Plan**	**Increase mobile computing devices for Blended Learning trained staff**

Action Plan - Indicator: 1

#	Action Steps	Timeline	Hard, Software, Apps	Responsible	Evaluation
1	Budget and plan for Blended Learning training	Spring 2013, 2014, 2015	Netbooks, iPads and appropriate software and Apps.	Director of Curriculum, Director of Finance Director of Technology and Technology Integration Specialists	Courses are available in MLP
2	Blended Learning Academy teachers are selected and trained	Summer 2013, 2014, 2015	Netbooks, iPads and appropriate software and Apps.	Director of Curriculum, Director of Technology and Technology Integration Specialists	Participants are selected and trained
3	Blended Learning Academy teachers are supported in the implementation of the (BL) model	2013 - 2014, 2014 - 2015, 2015 - 2016	Netbooks, iPads and appropriate software and Apps.	Technology Integration Specialists , Director of Technology	Teachers have implemented Blended Learning in classes.

Action Plan - Indicator: 2

#	Action Steps	Timeline	Hard, Software, Apps	Responsible	Evaluation
1	Mobil computing equipment is purchase, configured and installed	Fall 2013, 2014, 2015	Netbooks, iPads and appropriate software and Apps.	Director of Technology, Network Admin, LAN Technicians, Technology Integration Specialists	Equipment is effectively integrated into instruction

Technology Goal 2

Goal: **To provide staff with additional Project Based Learning (PBL) professional development opportunities to support curricular initiatives**

Indicators (Present)   ## Targets (Future)

| 1. **A limited number of staff have been trained in the (PBL) instructional models** | **Action Plan** | **Increase professional development opportunities for staff in the implementation of (PBL) pedagogies** |

| 2. **Current computer access will not support the growing needs of a (PBL) instructional model** | **Action Plan** | **Provide access to mobile computing technologies for staff and students in each building** |

Action Plan - Indicator: 1

#	Action Steps	Timeline	Hard, Software, Apps	Responsible	Evaluation
1	Budget and plan for (PBL) training and equipment purchase	Spring 2013, 2014, 2015	Netbooks, iPads and appropriate software and Apps.	Director of Curriculum, Director of Finance, Director of Technology and Technology Integration Specialists	Courses are available in MLP
2	Provide (PBL) classes to all teachers	2013 –2014, 2014-2015, 2015-2016	Netbooks, iPads and appropriate software and Apps.	Director of Curriculum, Technology Integration Specialists, Director of Technology	Teachers have implemented PBL in classes

Action Plan - Indicator: 2

#	Action Steps	Timeline	Hard, Software, Apps	Responsible	Evaluation
1	Equipment is purchase, configured and installed	Fall 2013, 2014, 2015	Netbooks, iPads and appropriate software and Apps.	Director of Technology and Technology Integration Specialists	Equipment is effectively integrated into instruction

Technology Goal 3

Goal: **District will provide and maintain a safe, secure and reliable network infrastructure to support current and future technology needs**

Indicators (Present)   ## Targets (Future)

1. **Network security is always a primary concern that must continually evolve to address possible threats**	**Action Plan**	**Enhance network gateway, antivirus, intrusion protection and layer 7 application firewall**
2. **With the increase usage of mobile technologies, staff/students need remote access to files**	**Action Plan**	**Create a safe, secure portal for remote access to network files and applications**
3. **Bandwidth and connectivity while currently adequate, must increase to meet evolving demand**	**Action Plan**	**Increase bandwidth and utilize available fiber to increase network efficiency and connectivity**

Action Plan - Indicator: 1

#	Action Steps	Timeline	Hard, Software, Apps	Responsible	Evaluation
1	Budget, purchase, configure and install enhanced network securities, protections and firewall	Summer – Fall 2013	TBD	Network Administrator, Director of Technology	Installation completed and security increased

Action Plan - Indicator: 2

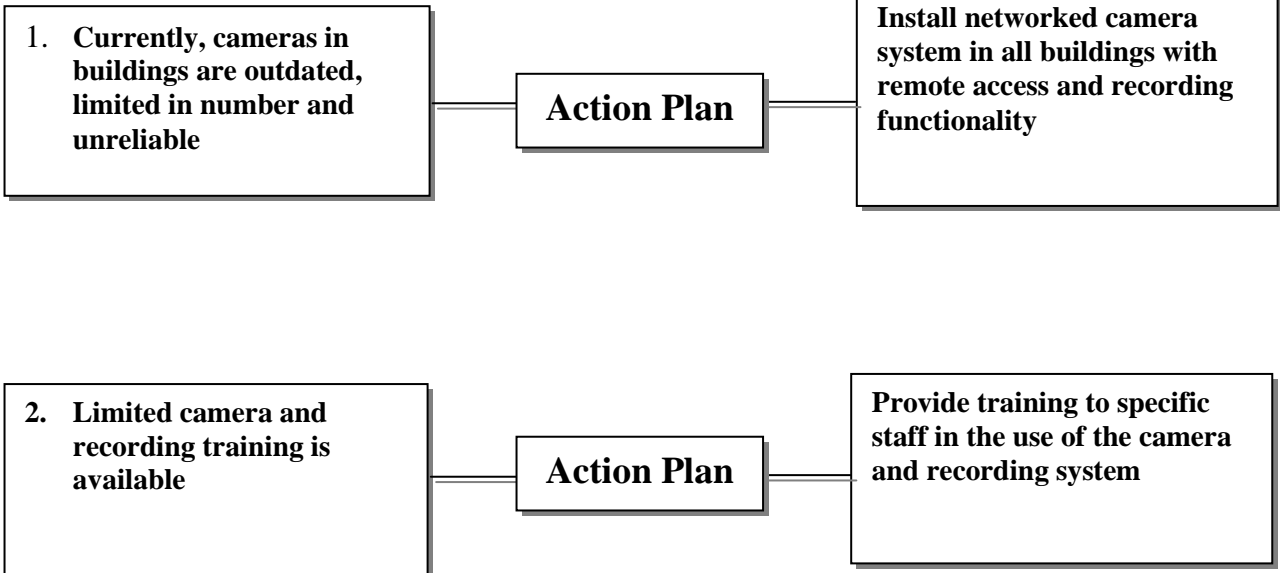| #	Action Steps	Timeline	Hard, Software, Apps	Responsible	Evaluation
1	Budget, purchase and install hardware and software for remote access	Spring 2014	TBD	Network Administrator, Director of Technology	Installation completed and remote access is available

Action Plan - Indicator: 3

#	Action Steps	Timeline	Hard, Software, Apps	Responsible	Evaluation
1	Budget and purchase additional bandwidth and hardware for utilizing available fiber	Fall 2013	TBD	Network Administrator, Director of Technology	Installation completed and network performance increased

Technology Goal 4

Goal: Expand security camera systems to all District buildings.

Indicators (Present)   ### Targets (Future)

1. Currently, cameras in buildings are outdated, limited in number and unreliable	**Action Plan**	Install networked camera system in all buildings with remote access and recording functionality
2. Limited camera and recording training is available	**Action Plan**	Provide training to specific staff in the use of the camera and recording system

Action Plan - Indicator: 1

#	Action Steps	Timeline	Hard, Software, Apps	Responsible	Evaluation
1	Identify building surveillance needs	Spring 2013	TBD	Director of Technology, Network Admin, Building Principals	Needs identified
2	Request for proposal	Summer 2013	TBD	Director of Technology, Network Admin	Proposal submitted
3	Select vendor	Summer 2013	TBD	Director of Technology, Network Admin	Vendor is selected
4	Install and test system	Fall 2013	TBD	Director of Technology, Network Admin	System installed and functioning

Action Plan - Indicator: 2

#	Action Steps	Timeline	Hard, Software, Apps	Responsible	Evaluation
1	Training needs defined	Fall 2013	TBD	Director of Technology, Network Admin	Training Completed
2	Staff training provided	Fall 2013	TBD	Director of Technology, Network Admin	Staff utilize system

Technology Goal 5

Goal: Deploy a district signage, cable TV access and multimedia distribution system

Indicators (Present)   Targets (Future)

1. Current signage, cable TV and media distribution does not meet our need for quality communication and media in classrooms.

Action Plan

Select and implement a district signage, cable TV and media distribution system.

2. No district professional development available for signage, cable TV or media distribution.

Action Plan

Provide training for all staff in the use of the selected system

Action Plan - Indicator: 1

#	Action Steps	Timeline	Hard, Software, Apps	Responsible	Evaluation
2	Research and select an online media system	Fall 2013	TBD	Director of Technology, Network Admin, Building Principals	Program is selected
3	Establish an implementation plan	Fall 2013	TBA	Director of Technology, Network Admin, Building Principals	Online resource management software is used by staff
4	Monitor and review usage	Fall 2013 – Spring 2014	TBA	Director of Technology, Network Admin, Building Principals	Data is gathered and reviewed by stakeholders.

Action Plan - Indicator: 2

#	Action Steps	Timeline	Hard, Software, Apps	Responsible	Evaluation
1	Develop training model	Fall 2013	TBA	Director of Technology and Instructional Specialists	Training is scheduled.
2	Training is provided	Fall 2013	TBA	Director of Technology and Instructional Specialists	Training is offered during PLC's and Conference Days
3	Staff use tool to reserve resources	Winter 2014	TBA	Staff	Requests are submitted electronically.

Technology Standards & Skills

Technology Literacy, Skills, and Links to the Standards

To ensure that technology skills are integrated at all levels, our Professional Learning Community (PLC) teams will begin the process of applying the following scope and sequence for technology skills and integration. This scope and sequence is based on the New York State Common Core Learning Standards and the ISTE Standards to guide the integration of technology into our curriculum ensuring college and career readiness.

The New York State Common Core Learning Standards identify the following areas in which technology plays a significant role in student learning.

New York State College and Career Readiness Anchor **Standards for English Language Arts and Literacy**:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text (**Reading 1**).
- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words (**Reading 7**).
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others (**Writing 6**).
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism (**Writing 8**).
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally (**Speaking and Listening 2**).

- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations (**Speaking and Listening 5**).

New York State **Standards for Mathematical Practice**:
While utilizing educational technology, students have the opportunity to:
- Model with mathematics (**Standard 4**).
    - Students are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts, and formulas.
- Use appropriate tools strategically (**Standard 5**).
    - When making mathematical models, students know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data.
    - Students are able to identify relevant mathematical resources such as digital contents located on a website and use them to pose or solve problems.
    - Students are able to use technological tools to explore and deepen their understanding of concepts.

The International Society of Technology for Education (ISTE) has developed the following six major categories of **National Educational Technology Standards (NETS) for students**:
1. Creativity and Innovation
    a. Apply existing knowledge to generate new ideas, products, or processes.
    b. Create original works as a means of personal or group extension.
    c. Use models and simulations to explore complex systems and issues.
    d. Identify trends and forecast possibilities.
2. Communication and Collaboration
    a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
    b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
    c. Develop cultural understanding and global awareness by engaging with learners of other cultures.
    d. Contribute to project teams to produce original works or solve problems.
3. Research and Information Fluency
    a. Plan strategies to guide inquiries.
    b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
    c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
    d. Process data and report results.
4. Critical Thinking, Problem Solving, and Decision Making

    a. Identify and define authentic problems and significant questions for investigation.
    b. Plan and manage activities to develop a solution or complete a project.
    c. Collect and analyze data to identify solutions and/or make informed decisions.
    d. Use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship
    a. Advocate and practice safe, legal, and responsible use of information and technology.
    b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
    c. Demonstrate personal responsibility for lifelong learning.
    d. Exhibit leadership for digital citizenship.

6. Technology Operations and Concepts
    a. Understand and use technology systems.
    b. Select and use applications effectively and productively.
    c. Troubleshoot systems and applications.
    d. Transfer current knowledge to learning of new technologies.

Detailed Instructional Technology Curriculum Documents are available on the District web page at the following web address:

Technology Benchmarks aligned to Common Core State Standards and the International Society for Technology Education benchmarks:

http://www.mexico.cnyric.org/documents.cfm

Mexico Academy and Central Schools – Quick Reference

Grade Level Technology Skills Embedded in ELA Common Core Learning Standards Grades K-12	ISTE Standard 1: Creativity and Innovation	ISTE Standard 2: Communication and Collaboration	ISTE Standard 3: Research and Information Fluency	ISTE Standard 4: Critical Thinking, Problem Solving, and Decision Making	ISTE Standard 5: Digital Citizenship	ISTE Standard 6: Technology Operations and Concepts
Reading: Integration of Knowledge and Ideas, Anchor Standard #7: *Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*		X	X	X	X	
Writing: Production and Distribution of Writing, Anchor Standard #6: *Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.*	X	X	X		X	
Writing: Research to Build and Present Knowledge, Anchor Standard #8: *Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.*	X	X	X	X		
Writing: Responding to Literature, Anchor Standard #11: *Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.*	X	X				
Speaking & Listening: Comprehension and Evaluation, Anchor Standard #2: *Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.*	X					
Speaking & Listening: Presentation of Knowledge and Ideas, Anchor Standard #5: *Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.*	X	X	X	X		
Language: Vocabulary Acquisition and Use, Anchor Standard #4: *Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.*	X	X	X	X	X	

Keyboarding and word processing activities.

ISTE Standards
International Society for Technology Education

Word Processing/Desktop Publishing, Multimedia, Spreadsheet	Communication, Internet, Networking and Online Communication
1. Creativity and Innovation *Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.* 　a. Apply existing knowledge to generate new ideas, products, or processes. 　b. Create original works as a means of personal or group expression. 　c. Use models and simulations to explore complex systems and issues. 　d. Identify trends and forecast possibilities.	**2. Communication and Collaboration** *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.* 　a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. 　b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats. 　c. Develop cultural understanding and global awareness by engaging with learners of other cultures. 　d. Contribute to project teams to produce original works or solve problems.
Internet, Networking and Online Communication, Research, Database	Problem Solving, Research
3. Research and Information Fluency *Students apply digital tools to gather, evaluate, and use information.* 　a. Plan strategies to guide inquiry. 　b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. 　c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks. 　d. Process data and report results.	**4. Critical Thinking, Problem Solving, and Decision Making** *Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.* 　a. Identify and define authentic problems and significant questions for investigation. 　b. Plan and manage activities to develop a solution or complete a project. 　c. Collect and analyze data to identify solutions and/or make informed decisions. 　d. Use multiple processes and diverse perspectives to explore alternative solutions.
Ethics, Society, Safety	Basic Operations
5. Digital Citizenship *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.* 　a. Advocate and practice safe, legal, and responsible use of information and technology. 　b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. 　c. Demonstrate personal responsibility for lifelong learning. 　d. Exhibit leadership for digital citizenship.	**6. Technology Operations and Concepts** *Students demonstrate a sound understanding of technology concepts, systems, and operations.* 　a. Understand and use technology systems. 　b. Select and use applications effectively and productively. 　c. Troubleshoot systems and applications. 　d. Transfer current knowledge to learning of new technologies.

Technology Skills and Grade/Subject

This table identifies the grade level/subject area where skills are integration into the curricular area.

Skill Set	K	1	2	3	4	5	6	7	8	Math	Language Arts	Science	Social Studies
Mouse Basics	K	1								✓	✓		
Computer Basics	K	1	2	3	4	5				✓	✓		✓
Introduction to Keyboards	K	1								✓	✓		✓
Beginning Graphics	K	1	2							✓		✓	✓
Visual Mapping Basics	K	1	2								✓	✓	✓
Word Processing Basics		1	2	3						✓	✓		✓
Data and Database Basics	K	1	2	3	4					✓	✓	✓	✓
Keyboarding			2	3	4	5				✓			✓
Computer Navigation		1	2	3	4	5					✓	✓	✓
Spreadsheet Basics			2	3	4	5				✓	✓	✓	✓
Word Processing				3	4	5					✓		✓
Graphing in Spreadsheets			2	3	4	5				✓	✓	✓	✓
Presentation Basics				3	4	5					✓	✓	✓
Web Browsing Basics			2	3	4	5					✓	✓	✓
Database Creation, Queries, Reports					4	5					✓	✓	✓
Formulas in Spreadsheets					4	5				✓	✓	✓	✓
Computer Fundamentals							6	7	8		✓	✓	✓
Word Processing Software							6	7	8	✓	✓	✓	
Spreadsheet Software							6	7	8	✓	✓	✓	✓
Presentation Software							6	7	8		✓	✓	✓
Web Browsing							6	7	8		✓	✓	✓
Multimedia and Databases							6	7	8	✓	✓	✓	
Communicating Online						5	6	7	8	✓	✓	✓	✓

Section

D

Budget

Three-Year Budget Plan Overview

With a SMART Boards installed in every instructional space, Mexico teachers have developed visually rich and engaging learning experiences. While we have found that the infusion of the interactive whiteboard into the classroom has resulted in an increase in student learning, we have also seen a dynamic shift in teacher enthusiasm and collaboration in creating and sharing engaging lessons, resources and ideas.

Another contributing factor in the success of our technology usage is our continued commitment in providing staff a robust and reliable network and infrastructure. The scheduled replacement cycle of aging equipment has proven to be prudent and fiscally sound. Both staff and student can count on a safe, secure, and reliable network for teaching and learning.

While much of this three-year budget will be allocated toward replacing aging equipment, there are a number of new purchases that have been planned to accommodate the new goals that have been written (see above). The major funding source for the technology plan is the district budget, with a smaller portion coming from grants like the Cy Pres Fund made available through a Microsoft settlement agreement to be used to assist eligible schools in their efforts to improve their readiness for computer-based testing (CBT) and developing a technology-rich learning environment. The combination of local and grant funds, and E-Rate reimbursements, provides Mexico with the necessary support to maintain a formidable technology presence in the school community, and to achieve all of our technology goals. Most importantly, the majority of all hardware and software purchases are aided through the State at a rate between 80 and 100%.

Budget Highlights

Over the last year we were fortunate to be able to upgrade much of our network infrastructure and computers. These significant installations have allowed the District Technology Planning Committee to focus on enhancing the learning process through engaging learning activities that include: streaming media, visual rich presentation, DVD's, virtual field trips, and much more.

Lastly, as always, we have appropriated sufficient funds to allow for the purchase of educational software, management software, staff development activities, contractual services, BOCES services, supplies, and equipment. The budget summary pages included for each year of the technology plan detail these appropriations and list the funding source for each.

Proposed budget for 2013 – 2014 is listed below.

III.   BUDGET SUMMARY (PROPOSED)

Object of Expense	Code	A2630	Totals
Equipment	.200 & .220	75,000.00	$ 75,000
Purchased Services (Non-Aided)	.400	83,000.00	$ 83,000
Travel & Conference	.401	4,000.00	$ 4,000
Contractual/Repair Services (Aided)	.433	25,000.00	$ 25,000
Materials & Supplies	.450	33,000.00	$ 33,000
State Aided Software	.460	50,000.00	$ 50,000
BOCES Services	.490	760,000.00	$ 760,000
TOTAL (S)			$ 1,030,000

Equipment & Replacement Schedule

Maintaining Our Investment

Mexico continues to maintain an excellent technology infrastructure, a fleet of PC's, laptops, netbooks and iPad, along with hundreds of software titles, and a multitude of peripheral devices. Without a clear plan for maintaining and replacing this inventory, the district will slowly fall behind on a substantial investment that the school community has made. Of primary importance and considerable cost, is the replacement of the district's 1300 computers. While this particular technology plan only focuses on the next three years, the spreadsheet contained on the next page outlines a plan for computer replacement over the next 6 years, or a full replacement cycle. We focus on one instructional building per year (5 total), with the sixth year being dedicated to infrastructure upgrades. Along the way, we build in funds to replace peripherals, including iPads, netbooks, projects, laptops, and furnishings.

Computer Model Consistency in Each School

The computer replacement plan enacted in the last three technology plans outlined a process for achieving model consistency in each of the 5 instructional buildings. In other words, every computer in any given building is exactly the same throughout. This was achieved and has proven extremely beneficial to the management, consistency, and operation of our fleet. This model will be continued over the next replacement cycles.

Computer Replacement Cycle

YEAR	ACTION
2013-2014	• Mexico Elementary School - New PC's throughout, continue replacement of Dell Laptops and Epson projectors.
2014-2015	• Infrastructure Upgrades – servers and switches, replace Dell laptops and Phase II SMART Projectors.
2015-2016	• Palermo Elementary School – New PC's throughout, replace Dell laptops and Phase II SMART Projectors.
2016-2017	• Mexico Middle School, District Offices and Bus Garage – New PC's throughout, replace Dell laptops and Phase III SMART Projectors.
2017-2018	• Mexico High School – New PC's throughout, replace Dell laptops and Phase III SMART Projectors.
2018-2019	• New Haven Elementary School - Palermo Elementary School – New PC's throughout, replace Dell laptops

Equipment Inventory

Our Help Desk system through Oswego BOCES has an integrated inventory component that allows for easy input and searching of all technology equipment. We utilize this regularly and try to keep up to date with all of our assets. Below, an inventory matrix for the most common equipment items has been included:

District Equipment Inventory (as of June 2013)

Item	Bus Garage	DO	HS	MS	ME	NH	PL	Total District
PC	5	14	300	292	182	133	125	**1038**
Laptop	1	4	81	75	4	2	3	**169**
Netbooks	0	0	85	25	0	0	0	**110**
Printer	3	5	46	45	27	19	18	**163**
Copiers	2	1	10	6	2	2	2	**25**
SMART Boards	0	0	55	61	28	20	21	**185**
Mobile Netbook Cart	0	0	3	1	0	0	0	**4**
iPod Touch	0	0	0	0	25	25	25	**75**
iPad II	0	4	80	25	6	7	7	**101**
Fixed Computer Labs	0	0	5	3	1	1	1	**11**
Servers	0	0	24	0	1	1	1	**27**
Network Switches	8	1	12	8	5	3	2	**30**

Software Inventory

The district boasts a diverse array of educational software titles and web based applications that are the tools used by teachers and students to enhance the learning process. Inventory of software is included on the following pages.

District Software Inventory

Content Area	Software Title	Elementary Grade Levels	PL	ME	NH	Middle Level Grade Levels	MS	High School Grade Level	HS
Math	Math Facts in a Flash - Web client	K-4	X	X	X				
	Edmark - Mighty Math Carnival Cour	K-4	X	X	X				
	Edmark - Mighty Math Zoo Zillions	K-4	X	X	X				
	Edmark - Millie's Math House	K-4	X	X	X				
	Smart Math							9-12	HS
	Active Inspire	K-4	X	X	X	5-8	MS	9-12	HS
	STAR Math - Web client	K-4			X				
ELA	Accelerated Reader - Web Based	1-4	X	X	X	5-6	X		
	Edmark - Bailey's Book House	K-2	X	X					
	STAR Early Literacy - Web Based	2-4	X	X					
	FastForWord	K-4	X	X	X				
	System 44	K-4	X	X	X	Designated Classes	X	Designated Classes	X
	Read 180					Designated Classes	X	Designated Classes	X
	Earobics - Web Based	K-4, Labs	X	X	X				
Desktop /	Acrobat Professional	Teacher	X	X	X	Teacher	X	Teacher	X
Office	GroupWise 8.0	Teacher	X	X	X	Teacher	X	Teacher	X
	Microsoft Office 2013 Pro Plus	K-4, Teacher	X	X	X	5-8, Teacher	X	9-12, Teacher	X
	Scholastic Keys 2007	K-4, Teacher	X	X	X				
	TeachingMadeEasier (Online)	Teacher	X	X	X				
	MyGradeBook (Web)					Teacher	X	Teacher	X
	Type To Learn 3/4	3-4	X	X	X	5-7	X		
	Smart Notebook 10	K-4, Teacher	X	X	X	5-8, Teacher	X	9-12, Teacher	X
Art /	3D Home Architect					7-8, Teacher	X	9-12, Teacher	X
Technology	AutoCAD 2012							9-12 Tech, Teacher	x
	PhotoShop CS2/3					Art Room/Rm 60	X	Art Room/Macs	X
	Photoshop Lightroom 3.6					Art Room	X		
	Publisher	K-4, Teachers	X	X	X	5-8, Teachers	X	9-12 Teachers	x
	RoboLab					7-8 Tech, Teacher	x		
	West Point Bridge Designer					7-8 Tech, Teacher	x		
	Macromedia Studio MX							9-12 Tech, Teacher	x
	EasyTech (Online)	K-4, Teachers	X	X	X	5-8, Teacher	X		
Science	Froguts					Science Labs	X		
	Edmark - Sammy's Science House	K-2	X	X	X				
	ExamGen							Teachers	X
Other	Career Futures					5-8	x		
	Inspiration 4.0					Computer Labs	X	Computer Labs	X
	Jumpstart 1st Grade	1		X					
	Jumpstart 3rd Grade	2		X					
	Jumpstart 4th Grade	3		X					
	Jumpstart Kindergarten	K		X					
	Kidspiration 2.0	K-4	X	X	X				
	Map Source					7	x		
	NetSupport School					Labs, Teacher	X	Labs, Teacher	X
	OPAC	K-4	X	X	X	Teacher	x	Teacher	x
	Auralia							9-12, Teachers	x
	Sibelius							9-12, Teachers	x
	SmartMusic	Music Computers	X	X	X	Music Computers	X	Music Computers	X
	Finale'					Music Teachers	X	Music Teachers	X
	Naviance					Guidance	X	Guidance	X
	PhotoStory 3	K-4	X	X	X	5 - 8, Teachers	X	9-12, Teachers	X

Administrative Software

Department	Software Package	Description	Personnel
Business Office	**WinCap**	Payroll, accounting, personnel and requisitions	Business Administrator, Treasurer and Accounts Payable
Guidance, K-12 Instructional, Health Offices, CSE	**Schooltool**	Student Information System - schedules, grade reporting, attendance, student demographic data	School Secretaries, Guidance Counselors, Registrars, Nurses, Principals/Asst. Principals, School Psychologists, Teachers
CSE	**IEP Direct**	Special Education Management System	SpEd Director, SpEd Teachers, Support Services Personnel
K-12 Instructional Data Resources	**NYStart, DataMentor, COGNOS**	District data related to state reporting (Regents), NCLB	Dir. of Curriculum, Data Administrator, Principals, Asst. Principals
Cafeteria	**WinSnap**	Point of Sales management and accounting	All cafeteria staff
Transportation	**TransFinder**	Routing and boarding	Director of Transportation, Support Staff, Bus drivers
K-12 Instructional Assessment	**DIBELS, VPort, Castle Learning, Schooltool IQ, LinkIt**	Data analysis	Teachers, Instructional Specialists, Administrators

Section

F

Professional Development

Professional Development in Technology

At Mexico, technology training is an important part of our success. Staff can attend a variety of workshops including: full or half day sessions during or after school hours, as well as, district level Superintendent Conference Day training sessions. Over the last three years, over 100 training opportunities have been offered to staff.

Interactive Technology Classrooms

The infusion of interactive technology into all classrooms has created a significant impact on the engagement of students in the classroom. Teachers are providing students with more authentic problem solving activities and continue to encourage a synthesis of knowledge over the traditional fact recall model. We want to continue this process by expanding our professional development opportunities to include more Project Based Learning (PBL) trainings and to pilot the Blended Learning instructional model for the next three years. These models are powerful teaching and learning strategies that will enhance 21st century learning opportunities for students, thus increasing their communication, collaboration, creative problem solving and critical thinking skills. We feel fortunate to have teachers who have embraced these changes and are willing to be part of our PBL and Blended Learning trainings.

Training, integration and support are provided by our two half-time Oswego County BOCES Technology Integration Specialists. Their extensive knowledge and skills in technology integration have and will provide training and integration opportunities for individuals and small groups in the use of technology to enhance teaching and learning. These trainers are essential in the continued growth and skills development of our staff.

Technology Program Survey Results

As a way to gain more insight into the ways in which Mexico staff members perceive the Instructional Technology Program and as an additional means to structure professional development, we administered a survey to district staff members. The questions were developed from our eight critical components derived from the District Technology Committee's goal-setting process. While many sub groups completed the survey, for the purpose of this plan; the following results reflect our instructional staff responses.

The goal of the survey was to assess staff technology usage and to plan appropriate staff development activities accordingly. The second reason for creating the survey was to find out what emerging communication technologies teachers would be interested in incorporating into classroom instruction and what times most teachers would be willing to attend training.

The results of the survey indicate that we need to continue to increase our opportunities for student use of technology, to expand our mobile computing resources, to offer more targeted staff development, as well as, more time to learn technology integration practices with quality technology integration support. The information gathered will be instrumental in guiding the technology planning process.

Instructional Technology Program Survey & Results – 2013

Select your title/position in the district.

Answer Options	Response Percent	Response Count
Administrator	2.7%	3
Support Staff	12.6%	14
Teacher	64.9%	72
Teachers' Aid	1.8%	2
Teacher Assistant	9.0%	10
Clerical	9.0%	10
	answered question	111
	skipped question	1

Select the grade level(s) that mostly represents your responsibilities.

Answer Options	Response Percent	Response Count
K-2	20.7%	23
3-4	19.8%	22
5-6	12.6%	14
7-8	20.7%	23
9-12	31.5%	35
District	9.9%	11
Building Level	4.5%	5
Comment		4
	answered question	111
	skipped question	1

Select the approximate number of years you have been in education.

Answer Options	Response Percent	Response Count
1-3 years	5.4%	6
4-6 years	10.8%	12
7-10 years	16.2%	18
11-15 years	18.9%	21
16-19 years	13.5%	15
Over 20 years	35.1%	39
Comment		1
	answered question	111
	skipped question	1

Select the communication tool(s) you use outside of school.

Answer Options	Response Percent	Response Count
Email	99.1%	111
Phone	95.5%	107
Twitter	9.8%	11
Facebook	62.5%	70
Moodle	5.4%	6
Edmodo	2.7%	3
Schoology	3.6%	4
Blogs	8.0%	9
Podcasts	6.3%	7
Skype	38.4%	43
Comment		6
answered question		112
skipped question		0

Which of the following communication tools do you currently incorporate into your instructional delivery?

Answer Options	Response Percent	Response Count
Email	34.7%	35
Phone	25.7%	26
Twitter	2.0%	2
Facebook	5.0%	5
Moodle	18.8%	19
Edmodo	5.9%	6
Schoology	4.0%	4
Class web page	49.5%	50
Blogs	9.9%	10
Podcasts	2.0%	2
Skype	4.0%	4
NA	26.7%	27
Comment		13
answered question		101
skipped question		11

I feel computers are readily available for student use in my building.

Answer Options	Response Percent	Response Count
4-Strongly Agree	11.8%	12
3=Agree	69.6%	71
2=Disagree	18.6%	19
1=Strongly Disagree	0.0%	0
Comment		19

	answered question	102
	skipped question	10

Instructional technology professional development and training is available and is appropriate for my curriculum/position.

Answer Options	Response Percent	Response Count
4-Strongly Agree	16.8%	18
3=Agree	66.4%	71
2=Disagree	15.9%	17
1=Strongly Disagree	0.9%	1
Comment		16
	answered question	107
	skipped question	5

Support for technology integration and usage is readily available.

Answer Options	Response Percent	Response Count
4-Strongly Agree	17.6%	19
3=Agree	66.7%	72
2=Disagree	13.9%	15
1=Strongly Disagree	1.9%	2
Comment		9
	answered question	108
	skipped question	4

Instructional software available to me fits my instructional goals.

Answer Options	Response Percent	Response Count
4-Strongly Agree	8.2%	8
3=Agree	71.1%	69
2=Disagree	17.5%	17
1=Strongly Disagree	3.1%	3
Comment		16
	answered question	97
	skipped question	15

Please select the time(s) you would most prefer professional development training.

Answer Options	Response Percent	Response Count
5=During the school day	31.5%	35
4=On Professional Development Day	80.2%	89
3=After school	30.6%	34
2=Summer	43.2%	48
1=Saturday	3.6%	4
Comment		3
	answered question	111
	skipped question	1

Which of the following peripheral tools do you use in your instructional delivery?

Answer Options	Response Percent	Response Count
Still Cameras	45.1%	41
Video Cameras	22.0%	20
Scanners	59.3%	54
Printers	90.1%	82
Copiers	93.4%	85
Comment		15
	answered question	91
	skipped question	21

I feel students need more instructional opportunities for working with course content on computers.

Answer Options	Response Percent	Response Count
4-Strongly Agree	27.4%	26
3=Agree	50.5%	48
2=Disagree	20.0%	19
1=Strongly Disagree	2.1%	2
Comment		15
	answered question	95
	skipped question	17

Overall, the use of technology has improved the quality of my instruction.

Answer Options	Response Percent	Response Count
4-Strongly Agree	29.0%	27
3=Agree	61.3%	57
2=Disagree	8.6%	8
1=Strongly Disagree	1.1%	1
Comment		10
answered question		93
skipped question		19

I feel the use of instructional technology has improved student engagement; resulting in higher content retention.

Answer Options	Response Percent	Response Count
4-Strongly Agree	27.3%	24
3=Agree	64.8%	57
2=Disagree	6.8%	6
1=Strongly Disagree	1.1%	1
Comment		10
answered question		88
skipped question		24

Would you be willing to attend a 4.5 day Summer Teacher's Academy to create a "Blended Learning" classroom (A blended learning approach combines face to face classroom methods with computer-mediated activities to form an integrated instructional approach) with the support of our technology trainers?

Answer Options	Response Percent	Response Count
Yes	30.4%	28
No	17.4%	16
I need more details	52.2%	48
Other (please specify)		15
answered question		92
skipped question		20

Section

G

Network Infrastructure

Overview

The physical networking design throughout the district is based on an extended star topology. Within individual buildings, data traffic traverses the network through a series of managed switches in the main and intermediate data facilities and unmanaged workgroup switches in classrooms and offices. Between buildings, data is routed by a Layer 3 switch at each building's MDF to other buildings over either dedicated optical fiber (between Mexico Elementary School and Mexico High School) or optical fiber leased from Time-Warner's infrastructure (Middle School, New Haven and Palermo Elementary Schools' connection to Mexico High School). Switches are installed in the main data facilities (MDF) at each building; where necessary, one or more intermediate data facilities (IDF) have switches installed to facilitate extended distances from the building's MDF. Servers are primarily installed at the High School MDF with an Active Directory domain controller existing at each building's MDF to expedite logons. Campus connections and horizontal cross-connections are linked via 1000Mbs multimode fiber; otherwise, 1000Mbs Category 5e and/or 6 copper wire is deployed to the desktop. All connections and internal wiring conform to EIA/TIA industry standard specifications and support lower-layer Ethernet transport protocols. Upper-layer data protocols are transported over TCP/IP.

The district offers staff intranet and electronic mail resources through servers located in the High School. The public website, located off-site (www.mexico.cnyric.org) offers a variety of information to students, teachers and community members. The recently upgraded collaborative e-mail system, currently restricted to staff accounts, is used heavily for interpersonal, departmental, and other group communication, calendaring and document sharing.

Local Area Networking

With few exceptions, all instructional and administrative spaces are wired with Category 5 or 6 copper wires terminated in local data facilities. Generally, these spaces have multiple live data drops: most classrooms have two or more drops; science classrooms, labs and libraries have 5-8 drops; and individual offices have single live drops, but common and conference areas in office suites often have several drops.

Wireless networking has been fully deployed in the High School and District Office with the remaining buildings coming online during the summer of 2013. Mexico CSD's wireless infrastructure consists of a single Cisco Wireless Controller located at the High School and Cisco Aironet access points distributed throughout the wireless coverage area (entire district). There are currently two wireless networks available. The first is a production network secured by IEEE 802.1x. A device must have a certificate issued to it from the Mexico Public Key Infrastructure before it will be allowed to connect to the production network. Devices accessing the production network have the same access as if they were wired. The second is a guest network that provides internet access only. Devices connecting to the guest network do not have to authenticate but do have to agree to the MACS wireless policy before gaining internet access. Guest devices are isolated from the MACS production network as well as from each other.

Local file, print and shared application resources are provided by Microsoft Windows servers centrally located in the High School main data facility. The primary Active Directory domain controller providing access to Microsoft networking resources is also located in the High School. As previously stated; additional domain controllers exist at each building's MDF.

Wide Area Networking

All remote buildings communicate over optical fiber leased from Time-Warner at 1Gbps. This makes it possible to farm virtually all servers at the High School, making centralized storage, backup and administration more efficient and responsive. Along with an upgrade of to multiple T-1 lines, internally and externally hosted web-based applications are able to be delivered to a wider segment of the student population.

Internet Access

Mexico Central School District is part of a network of OCM BOCES component districts linked by high speed connections. Access to administrative applications (SIS, WinCap, Part 204 database, etc.) hosted by the CNYRIC mainframe and web servers as well as Internet resources hosted by other districts on the network are available at full bandwidth. Access to Internet resources beyond this network are throttled back to contractual multiple T-1 speed. Internet access, with restrictions described below, is available from every networked computer in the district.

The district subscribes to mail gateway services through the CNYRIC. This service helps to prevent unwanted SPAM from reaching user's email inboxes.

Two services previously subscribed to at the CNYRIC have been moved in-house: Firewalling with network address translation (NAT) services and web content filtering. Our firewall protects our internal traffic from the wider internet we are attached to. All but specifically authorized traffic is blocked from the outside while still allowing authorized internal traffic to flow out. The web content filter service helps insulate students and staff from harmful, objectionable, and other inappropriate information otherwise available on the Web. A firewall and content filter upgrade is scheduled for the summer of 2013 to protect us from evolving threats our current equipment cannot. This upgrade is also the first step in allowing secure remote access to the district's internal resources from remote locations.

Telephone System

From a Cortleco Millenium PBX to a Cisco Unified VoIP Phone System

Mexico CSD currently uses a Cisco Unified Communications platform for internal telecommunications.

The Cisco Unified Communications platform is the most current VoIP platform on the market. Initially, it has provided basic dial-tone while further integrating the Mexico network to provide voice, video, and data on one common backbone.

In addition to basic dial tone, the phone system has brought several enhancements and functionality to the end-users. The Cisco Unified Communications platform provides 4 digit dialing within the district, on-net

calling to OCM BOCES as well as many other school districts that share a common VoIP platform, Video Calls with the use of a simple webcam, Soft-phone clients that can be installed on a PC, 4 way conference calling, Meet-Me conferences (Bridge On-Demand), District Wide directory accessible through the phone, paging and night-bell integration, and Voice-Mail accounts that can be accessed from any phone within the district as well as outside the district.

Some future initiatives that will be deployed are; Cisco Unified Presence, Video integration, and Mobility. Cisco Unified Presence is an "instant messaging" type client that can be installed on the pc allowing text, voice, and video communication via the phone system. Users can also click to check voice-mail via this client as well as check the "Presence" of a user to see if they are on the phone or available and on-line. Video integration will allow the classroom to utilize the phone system to make video-calls to other classrooms as well as distance learning and virtual field trips. Mobility is an optional feature that will allow users to define additional phones (i.e. Cell Phone) to ring simultaneously when their desk phone rings.

MACS WAN Diagram
3/1/2013
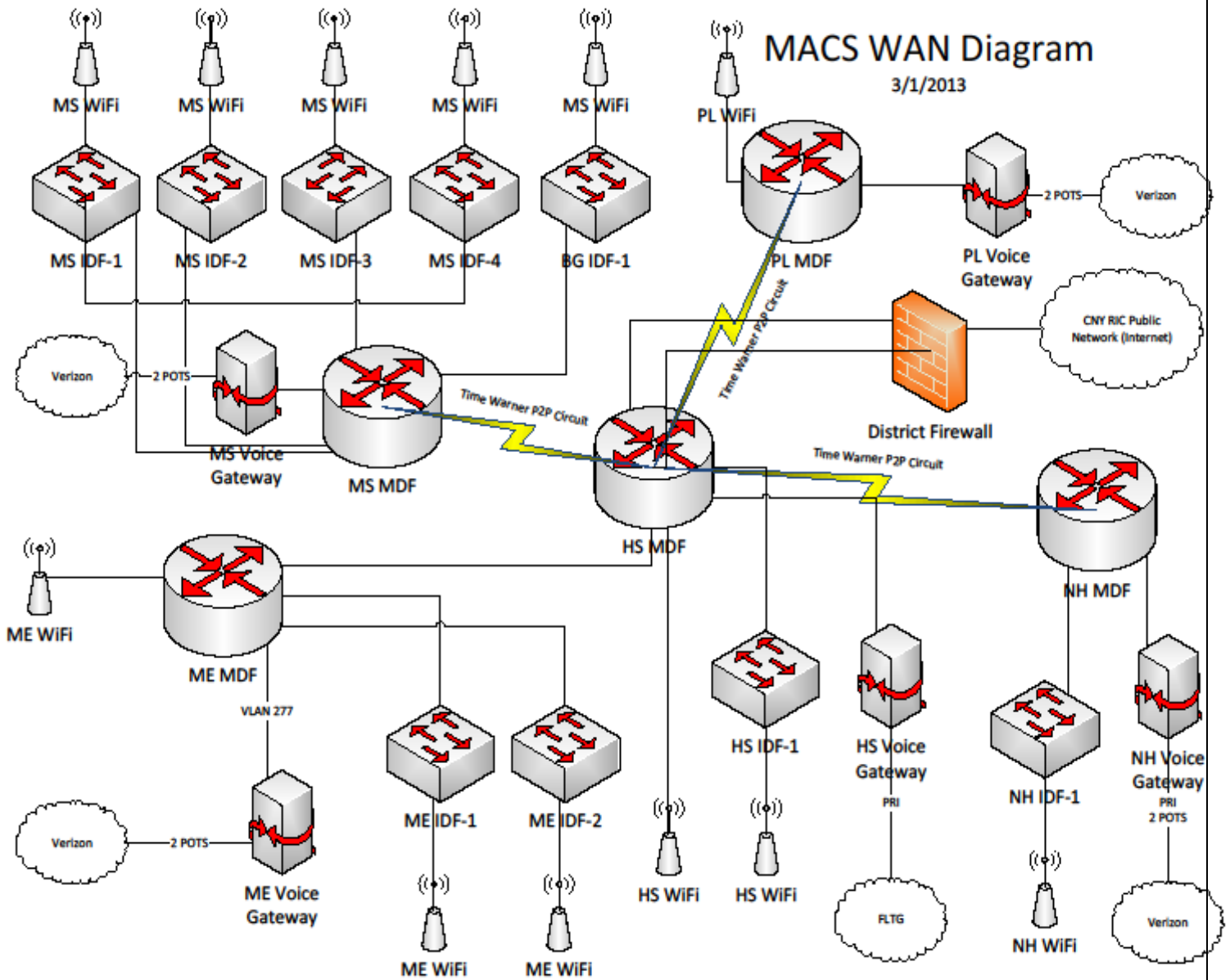
Evaluation & Revision Process

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.
2. 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.
3. The proposal is reviewed by Administrative Council, Recommends the proposal for approval to the next step.
4. 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.
5. 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.

Appendix

A1

Acceptable Use & Internet Safety Policy

Mexico Academy & Central School

Instructional Technology Acceptable Use and Internet Safety Policy

Network Acceptable Use

Mexico Academy and Central School District students, employees, and non-employee "Agency" staff (i.e. BOCES employees or Oswego County Opportunities volunteers) may be granted access to a very powerful computer network that not only connects them with information and other users within the District, but also allows users to contact computer systems across the country and around the world via the Internet. These students, employees, and non-employee staff are hereafter commonly referred to as "users", "students", and/or "staff", or some combination thereof.

Network accounts will be created for students and staff to permit access to applications, data, file storage, Internet, and print services from various computers throughout the District. Account names and passwords are unique and no one else should ever know them. Each individual is responsible for the security of his/her own account. This information should not be given to anyone for any reason. This includes, but is not limited to, sharing passwords with student teachers or substitutes, and leaving passwords in plain view for others to see. Further, users should not leave a computer unsupervised on which they are logged in, thus allowing other users to gain access. Any user who intentionally compromises or uses confidential account information will be subject to disciplinary actions, including loss of network privileges.

Users of the District's computer network are responsible for their own behavior and will comply with all appropriate standards of conduct. Use of the school's computer resources is subject to certain rules and responsibilities. Specifically, users may not:

- Download, install or run any software on school computers or network servers not specifically authorized by the Office of Instructional Technology Support and legally licensed by the District.
- Copy or remove software from school computers or network servers.
- Store personal data files on local hard drives of shared workstations. Users assigned workstations for their exclusive use or lab computers configured with unprotected "thawspace" are excepted. All data files should otherwise be stored in users' network home directories or on other removable media (where available). Note that home directory space is limited and users may store only data essential to school activities. Student home directories are cleared every summer; staff is responsible for maintaining their own home directory space. All server data is backed up nightly; storage on staff workstations and/or removable media is at user's own risk.
- Use school computers to distribute, download, run or reproduce illegal duplicates of copyrighted program or data files.
- Connect any personal device to any school computer or network connection.
- Attempt to repair, alter the operation of, intentionally damage, or remove from the premises school computer hardware (including CPUs, displays, printers, or any other

peripheral equipment) or software.

- Use school computers to generate and/or distribute, in either printed or electronic form, profane, harassing or discriminatory messages or images.
- Attempt to discover, alter, or distribute personal network account information or engage in any other activity that may result in the loss of data or access to network services.
- Access another student's or staff person's network account to view, modify, copy, delete, or distribute private files. This includes logging in with another users account credentials, and using a computer where another user is already logged in.
- Use the network in such a way that would disrupt the use of the network by others or cause data to be lost or corrupted.
- Attempt to reverse engineer or hack any files associated with security software installed on school computers or servers with the intent to defeat or alter its operation.
- Intentionally infect any school computer or server with a virus, Trojan horse, worm, etc., knowingly propagate any malicious program through the network, or use school computers or servers to launch or participate in attacks on any other computers inside or outside our network.
- Use school computers to gain unauthorized access to computers, data, networks or other resources outside the District.
- Teachers who are issued personal laptop computers may not allow anyone to log into those laptops, and may only permit a student to use the laptop when being directly supervised by the teacher for the purpose of classroom work (i.e. presentations). In this case, the teacher will access the student's network account or removable media to open the desired file for the student to use. The student will remain supervised at all times.

The District reserves the right to limit and/or terminate network access privileges in the event it determines that an individual has violated any policy or regulation of the District or of any state or federal law, or that such person has otherwise utilized the District's network in an inappropriate or irresponsible manner.

The District reserves the right to access all files and monitor all uses of the District's computer technology equipment at its own discretion so as to establish and maintain an assurance that such equipment is not being used inappropriately. Subject to the restrictions of applicable law, the District reserves the right to disclose e-mail and other content from a computer that utilizes the District's computer network. Thus, users of the District's computer equipment shall have no expectation of privacy with respect to such use.

All programs and data created and/or stored on District-owned computers and networks are considered to be the property of the Mexico Academy and Central School District. All communications and information accessible via the network, therefore, should be assumed to be its private property.

Internet Acceptable Use

Rationale

Internet access is available to students and teachers in the Mexico Academy & Central School District. We are very pleased to bring this access to our schools and believe the Internet offers vast, diverse, and unique resources to the educational community. Our primary goal in providing this service to teachers and students is to promote educational excellence in schools by facilitating research, resource sharing, innovation, and communication. The Internet is an electronic highway connecting millions of computers allover the world and tens of millions of individual subscribers. Access to the Internet adds a significant dimension to the educational process by enabling users to share information, conduct research and communicate with other computer users.

Students and staff will have access to:
- Electronic mail (e-mail) communication with people allover the world;
- Information and news from government agencies such as NASA as well as the opportunity to correspond with the scientists at NASA and other research institutions;
- Vast online document archives;
- Digitized museum collections of art and other cultural and historical artifacts;
- Access to many public, private, and university library catalogs, the Library of Congress, and ERIC;
- Discussion groups on a plethora of topics ranging from Chinese culture to the environment to music to politics; and
- Two-way, real-time teleconferencing.

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. Mexico Academy and Central School District will take precautions to restrict access to controversial materials. However, on a global network it is impossible to control all materials and a persistent and resourceful user may discover controversial or objectionable information. We (the Mexico Academy & Central School District) firmly believe that the valuable information and interaction available on this worldwide network far outweigh the possibility that users may procure material that is not consistent with the educational goals and philosophies of the District.

Internet access is coordinated through a complex association of government agencies, commercial providers, and international, regional, and local networks. In addition, the smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. Standards and instruction in proper use will be provided so that users are aware of their responsibilities. In general, acceptable use requires efficient, ethical, and legal utilization of the network resources. Although computer areas will be supervised and user activities monitored, users will be expected to display high levels of personal integrity and trustworthiness. If a Mexico Academy & Central School District user violates any of these provisions, his or her account may be terminated and future access could possibly be denied.

Internet Acceptable Use Policy

1. *Acceptable Use*. The purpose of NSFNET, which formed the original backbone network of the Internet, was to support research and education in and among academic institutions in the U .S. by providing access to unique resources and the opportunity for collaborative work. Student use of the Internet should be limited to educational purposes that are directly related to the curriculum the student is studying. Employee uses of the Internet should be limited to those that are directly related to the individual's duties and responsibilities of employment. However, the limited, occasional or incidental use of the Internet by employees for personal, non-business purposes is acceptable to the extent that there is neither tangible cost to the District nor any negative impact on the District's computer or network resources.

   Use of another organization's network or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to copyrighted material, threatening or obscene material or material protected by trade secret. Use for commercial activities is generally not acceptable. Use for product advertisement or political lobbying is also prohibited.

   The State of New York has in effect a criminal statute which makes it a Class A misdemeanor punishable by up to a year in jail for a person "with intent to harass, annoy, threaten or alarm another person, to communicate or cause to be initiated by mechanical or electronic means or otherwise, with a person anonymously or otherwise, by telephone or by telegraph, mail or any other form of written communication, in a manner likely to cause annoyance or alarm..." (§24O.3O Penal Law of the State of New York). Users are advised of the statute and the consequences. Any such use will be deemed a violation of school policy.

2. *Privileges*. The use of the Internet is a privilege, not a right, and inappropriate use may result in a forfeiture of those privileges. The system administrator, oversight committees and Board of Education will deem what is appropriate use and their decision is final. Also, the system administrator may close an account at any time as required, not necessarily as a result of misuse, which may result in temporary loss of Internet access. The administration, faculty, and staff of the Mexico Academy and Central School District may request the system administrator to deny, revoke, or suspend specific user accounts based on review of a specific incident or identified pattern of misconduct.

3. *Liability*. The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages users suffer. This include loss of data resulting from delays, non-deliveries, misdeliveries, or service interruptions caused by its own negligence, negligence on the part of operators or users of other networks connected to the Internet, or user errors or omissions. Use of any information obtained via the Internet is at the user's risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through use of its services.

4. *Rules Governing Internet Use*. Users are expected to abide by the generally accepted rules for Internet use. These include, but are not limited to, the following:

   - Never reveal personal information about yourself (e.g., home address, age, phone number, etc.) or that of students or colleagues.
   - Note that electronic mail (e-mail) is not guaranteed to be private. Personnel who operate the system have access to all mail. Messages discovered to be relating to or in support of

illegal activities are subject to administrative review and will be reported to the authorities.

- Be polite. Abusive, discriminatory, or defamatory messages will not be tolerated.
- Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
- Illegal activities are strictly forbidden.
- Attempting to override filtering/blocking software by way of proxy sites or other means is strictly forbidden.

5. *Security*. Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on the local network or Internet, you have an obligation to notify a system supervisor. Do not demonstrate the problem to other users. Additionally, keep your user account information secret; never share this personal information, use another individual' s account, or attempt to discover, alter, or distribute such information. Attempts to log on to any network as a system administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to local networks as well as the Internet.

6. *Vandalism*. Vandalism will result in the immediate forfeiture of all privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any of the above listed agencies or other networks that are connected to the Internet backbone. This includes, but is not limited to, the uploading or creation of computer viruses, Trojan horses, worms, or their variants.

The District reserves the right to limit and/or terminate Internet access privileges in the event it determines that an individual has violated this or any other policy or regulation of the District, or of any state or federal law, or that such person has otherwise utilized the District's Internet access in an inappropriate or irresponsible manner.

Electronic Mail Acceptable Use

Purpose. The District maintains an electronic mail (e-mail) system for educational purposes as well as for the purpose of conducting school business. This policy governs the use of that e-mail system. Policy on Internet access is incorporated herein by reference and will apply to employees and student use of the District's e-mail system to the extent not superseded by this policy.

Ownership and Privacy. The electronic mail system, including data files and electronic storage areas, is the property of the District and is subject to District control and inspection. All messages composed, sent, or received on the e-mail system are the property of the District. The District may access or disclose any electronic messages or files for purposes including, but not limited to, the need to protect system security, fulfill District obligations, detect employee wrongdoing, comply with legal process, or protect the rights or property of the District, staff, students, or community. Electronic mail is not private, and messages relating to confidential information may be disclosed. Moreover, messages relating to or in support of illegal activities will be reported to the authorities.

Security. Employees are cautioned that the use of passwords for security does not guarantee confidentiality. Care should be taken when sending or retrieving sensitive, personal information across the e-mail system. Messages should be treated as confidential, and accessed only by the intended recipient. Employees are directed not to read or attempt to retrieve any e-mail messages that are not sent to them. The superintendent of schools or his designee is authorized to retrieve and review any and all e-mail messages.

Usage. The use of the e-mail system is intended for educational purposes and District business. Limited, occasional or incidental use of the e-mail system (sending or receiving) for personal, non-business purposes is understandable and acceptable to the extent that there is no tangible cost to the District nor any negative impact on the District's computer or network resources. Use of the e-mail system to conduct matters related to personal companies, commercial ventures, or home-based businesses (i.e. lawn care service, direct marketing, consulting, etc.) is strictly prohibited (see Content section below). The user is responsible for his or her actions in accessing network services. System users are prohibited from creating, receiving, uploading, downloading, and/or transmitting inappropriate material. Inappropriate material includes, but is not limited to, that of a lewd, lascivious, pornographic subject matter.

Content. The e-mail system may not be used to solicit or proselytize for commercial ventures, religious or political causes, outside organizations, or other solicitations unrelated to the District. The e-mail system is not to be used to create or distribute messages that address age, sexual orientation, beliefs, national origin, or disability in a manner that a reasonably prudent person might find to be offensive. The e-mail system shall not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without consent of the owner of the information.

Archived Files. The District reserves the right to set quotas and retention periods for message storage as necessary to maintain optimum system integrity and performance. The confidentiality of any message should not be assumed. Even after a message is erased, it may still be possible to retrieve and read that message.

Consequences. Violations of this policy should be promptly reported. Use of the e-mail system is a privilege, not a right, and inappropriate use as determined by the system administrator may result in revocation of that privilege, or other disciplinary measures, up to, and including discharge or expulsion. The system administrator may close an account at any time at his or her discretion. The administration, faculty and staff at any school location may request the system administrator to limit, deny, revoke, or suspend user accounts, and the system administrator may act accordingly.

Student E-Mail. Student email accounts may be provided per teacher request for specific class projects. In addition to the above, students are prohibited from revealing or disseminating personal information about themselves (e.g., full name, home address, age, phone number, etc.) or that of other students or colleagues except in approved curricular activities that are supervised or moderated by teachers or other District staff.

School District Oversight. E-mail activity may be monitored by the District. Thus, there is no basis for an expectation of personal privacy regarding e-mail use.

Internet Safety

In accordance with The Children's Internet Safety Act (CIPA), the District will enforce a policy of Internet safety that includes the use of technological measures and direct supervision as indicated in the preceding portions of this document.

The District has, and will maintain, Internet filtering/blocking services and/or software that are set to protect against access to material through District computers that is obscene, pornographic or in other ways harmful to minors. Students and staff that find appropriate materials are being blocked or that inappropriate material can be accessed, should report such problems immediately so that the

filtering/blocking services may be adjusted accordingly. The school also has and will maintain hardware and/or software that have the capability of controlling access to direct electronic communication mediums such as "chat rooms."

The District has, and will maintain, the ability to monitor use of school computer use, both electronically and by direct supervision when it is deemed necessary to help prevent access to inappropriate material, promote safety for users, control access to direct electronic communications such as "chat Rooms" and e-mail, and prevent and detect "hacking" or other unauthorized use.

In accordance with the requirements of CIPA, all district computers connected to the Internet will be subject to the above filtering, blocking and monitoring measures, whether used by students or adults. CIPA allows for filtering to be overridden during use by adults engaged in "bona fide research." Adults who wish to use the District's computer system for research requiring that filtering/blocking be overridden should direct their requests to the Director of Technology who will determine if such request should be honored. Should the Director of Technology deny a request, the adult making the request may appeal to the Superintendent of Schools.

As indicated previously in this document, students using e-mail and the Internet are prohibited from revealing or disseminating personal information about themselves (e.g., full name, home address, age, phone number, etc.) or that of other students or colleagues except in approved curricular activities that are supervised or moderated by teachers or other District staff.

MACS Web Site - Student Guidelines

<u>Mexico Academy & Central School</u>

Student Name, Work and/or Photograph to be published on the Internet

Mexico Academy & Central School maintains a website on the Internet for the purpose of:
- Enhancing communication between home and school
- Integrating computer networking technologies into the learning experience
- Extending learning opportunities beyond the classroom.
- Showcasing the work, activities, and performances of our students.

During the course of the year, your child's work may be selected as a quality example for publication on our website or on a teacher-created website linked to the district's site. When published, any person who has access to the Internet will be able to see your child's work and/or photograph.

Student's Records Policy
The Family Educational Rights and Privacy Act (FERPA, 20 USC §1232g) requires school boards to establish policies on student records and directory information. In accordance with the law, Mexico Academy and Central School District's School Board's Student Records policy (7240) contains the following information you should be aware of:

The district's student record policy designates the following personally identifiable information as directory information which may be disclosed, with administrative approval, without prior consent:
1. The student's name
2. The names of the student's parents
3. The student's address
4. The student's date of birth
5. The student's class designation (i.e. 151 grade, 10th grade, etc.)
6. The student's extracurricular participation
7. The student's weight and height if a member of an athletic team
8. The student's photograph
9. The school or school district the student attended before he or she enrolled in Mexico Academy and Central School.

Parent Written Request (Not To Release Student Information)
A parent or eligible student may request that directory information not be released. Such request must be made in writing. If you have questions concerning this policy, please contact the principal of the building your child attends.

Under the Elementary and Secondary Education Act of 1965 (ESEA) two federal laws now require school districts to provide military recruiters, upon request, with the names, addresses, and telephone numbers of students who are juniors or seniors-unless parents have submitted a written request not to disclose their child's information.

Written requests must be submitted to the main office at the high school by September 30, of each school year.

Appendix

A2

Professional Development Plan

Mexico Academy and Central School District
Professional Development Plan
2012-2015

District Name: Mexico Academy and Central School District

BEDS Code: 460901060000

Superintendent: Robert Pritchard

Address: 40 Academy Street, Mexico, New York 13114

Phone: 315-963-8400   Fax: 315-963-5801

Year(s) Plan is Effective: 2012-2015   Email: rpritcha@mexico.cnyric.org

Composition of Professional Development Team

District Team:

4   # Administrators

7   # Teachers

4   # Others (BOE Member, Teacher Asst, BOCES Technology Consultants)

Number of School Buildings in District: 5
Number of School-Based Professional Development Teams: None

Professional Development Planning Team

1. *If school teams are not represented on the district professional development team, describe briefly how the district plan will ensure that the needs of schools in the district are met.*
    - Representatives from each school in the district are members of the district level Professional Development Committee
    - Needs Assessment Surveys

2. *Scope of Professional Development Committee Responsibility*

    The Professional Development Committee will be involved with:
    - Goal Setting
    - Plan Implementation

- Needs Analysis
- Evaluation/Modification of Plan
- Objective Setting
- Planning/Developing Activities

3. *On average, please identify the number of hours a teacher will be involved with professional development on an annual basis. This may include the planning, delivery, application, and/or evaluation of professional development activities.*

On average, teacher will spend a minimum of 35 hours per year on professional development activities.

Needs/Data Analysis for Professional Development Plans

1. *Describe how the Professional Development Plan is aligned with New York Learning Standards and Assessments, student needs and is articulated within and across grade levels.*

The goal of effective professional development is continuous improvement in performance by students, staff, and the organization. To achieve this goal, current research indicates that the development of professional expertise and the creation of interdependence through systems thinking are the most critical factors. Mexico Academy and Central School has designed a framework as a learning organization. The system has implemented opportunities for growth and dedicated resources to achieve its goal. The research makes clear that benefits of professional development will be maintained when schools become learning organizations where quality teaching flourishes. The ultimate beneficiaries of this Professional Development Plan are the students.

Mexico Academy and Central School is committed to a professional development plan that targets student learning directly aligned to the NYS Learning Standards and the development of learning strategies and systems practices that support student learning. The NYS district and school report cards are the primary assessment tools utilized to determine needs.

2. *Describe how the Professional Development Plan is continuous, reflecting a multi-year approach to improve student performance.*

This professional development plan is continuous, and reflects a multi-year approach to improve student performance by:
- Regularly revising and aligning the district curriculum with NYS Learning Standards and assessments.

- Development and regular review of district and building goals as related to state initiatives, assessments, and student learning.
- Encouraging staff to submit professional development and curriculum writing proposals throughout the year.

3.Identify how the data used supports the goals, objectives, strategies, and activities in the Professional Development Plan.

Professional Development activities include learning which enhances professional growth and supports students achievement. Activities include individual pursuit of learning, higher education, collaboration, action research, study groups, professional portfolios, peer coaching activities, and mentoring.

The data used to evaluate staff development is collected from professional needs assessments, evaluations, and reflections as well as the district and individual school report card data. Based on areas of interest and needs, future professional development is planned.

Needs Assessment Sources Used

Indicate the sources you used and include any additional detail needed to identify the basis of your needs analysis.

The following resources were used in assessing the needs for the Professional Development Plan:

- New York State Standards and Benchmarks
- New York State School Report Card
- Graduation and Drop-Out Rates
- Longitudinal Data
- Demographic Data
- Analysis of School Processes
- Disaggregated Student Performance Results, e.g. income level, gender, special needs
- Student Attendance Rates
- BEDS Data
- Gap Analysis of Student Performance
- Teacher Self-Assessment
- Surveys (Parent, Student, District Employees)
- Professional Learning Communities Data
- Teacher Evaluation of Staff Development Activities
- Mentoring
- Curriculum Analysis

Congruence between student and teacher needs and district goals and objectives will determine plan priorities.

The process of determining professional development needs includes input from various committees across the district. These include Professional Learning Communities, department meetings, curriculum meetings, technology committee and the Professional Development Committee. Individual and group staff members are encouraged to submit proposals via MyLearningPlan.com for conferences, workshops, and curriculum development. Surveys are conducted on a regular basis and provide insight into professional learning needs. Feedback and reflection is sought after each activity and provides further input into future professional development activities. Improved performance on state and local assessments and increasing student achievement is the main focus in determining areas of needed improvement.

District Resources

What professional development funds, staff resources, external professional development providers, and other human and fiscal resources are available or may be developed in your community?

Identify the internal and external resources you will use to help you meet your goals (check all that apply):

Fiscal Resources
- District Professional Development Funds
- District curriculum Development Funds

- District Technology Funds
- EDU611 – EHA
- Title I
- Title IIA – Professional Development
- Race to the Top

Staff Resources

- Administrators
- Curriculum Development Committees
- Exemplary Teachers
- Institutions of Higher Learning
- Mentors
- Professional Development Committee
- Professional Learning Communities
- Instructional Specialists

Providers

- BOCES Professional Development
- SESIS
- Oswego County Teacher Center
- Higher Education Facilities

Community

- Community-based Organizations and Businesses
- Parents
- Parent Teacher Association
- Parent Teacher Clubs
- Department of Social Services
- Law Enforcement Agencies

Please identify any funds, the district has received for professional development which are not used to implement this plan, and why.

All funds received for the purpose of Professional Development are included in implementing this plan.

Implementation Plan

All of the following sections related to implementing the Professional Development Plan are drawn directly from the 2012-2015 CDEP that was developed by a committee consisting of all stakeholders.

DISTRICT GOALS

We will meet or exceed all New York State performance targets as outlined in Mexico Central School's Race to the Top Plan.

	ELA MACS 2010-11	ELA NYS Target 2013-14*		Math MACS 2010-11	Math NYS Target 2013-14*
Grade 3	44%	64%	**Grade 3**	43%	69%
Grade 4	40%	67%	**Grade 4**	43%	74%
Grade 5	40%	63%	**Grade 5**	57%	75%
Grade 6	48%	64%	**Grade 6**	66%	71%
Grade 7	39%	60%	**Grade 7**	68%	72%
Grade 8	39%	61%	**Grade 8**	53%	66%
HS Regents > 75**	57%	69%	**HS Regents > 80****	40%	59%

HS Graduation Rate	**Class of 2011 75%**	**Class of 2012 79%**	**Class of 2013 83%**	**Class of 2014 87%**	**NYS Target for 2014: 76%**

* For grades 4 and 8 NYS targets are from RTTT Scope of Work. For the other grades, the targets were set 10 points above the 2009-10 NYS baseline.
** 2007 cohort data from L2 Report

OBJECTIVES AND STRATEGIES

Objective 1: <u>Curriculum</u>: Student learning will be driven by a coherent, rigorous, and mapped curriculum that emphasizes Common Core State Standards and promotes College and Career Readiness.

> Strategy 1.1: All courses preK – 12 will be fully mapped at the Essential, Consensus, and Individual levels, and aligned to the Common Core Learning Standards (CCLS).

Objective 2: <u>Instruction</u>: Students will be actively engaged by purposeful and rigorous instruction that develops a deep understanding of the curriculum.

> Strategy 2.1: Emphasize literacy instruction in all content areas to allow students to make deep connections to the district curriculum.
>
> Strategy 2.2: Support a rigorous learning environment that reflects opportunities for students to engage in critical thinking and problem solving.
>
> Strategy 2.3: Support student learning through the use of data to drive instruction.

Objective 3: <u>Climate</u>: Students will learn in an environment that is safe and mutually respectful, and promotes a sense of pride, trust and open communication for all stakeholders.

> Strategy 3.1: Improve the health, safety and welfare of students.
>
> Strategy 3.2: Strengthen morale of staff.
>
> Strategy 3.3: Improve the level of satisfaction of external stakeholders concerning service.

IMPLEMENTATION PLAN DETAILS

Objective 1: Curriculum: Student learning will be driven by a coherent, rigorous, and mapped curriculum that emphasizes Common Core Learning Standards and promotes College and Career Readiness.

Strategy 1.1: All courses PreK – 12 will be fully mapped at the Essential, Consensus, and Individual levels, and aligned to the Common Core Learning Standards (CCLS).

Major Tasks / Activities	Outcome/Student Outcome	Person/s Responsible	Resources/Supports Needed	Timeline
A. District will develop or refine all content area maps (Essential and Consensus) to incorporate requirements of CCLS.	Curriculum will be aligned both vertically (K-12, or as appropriate) and horizontally (across a grade level). Student learning will be ensured through the full implementation of a guaranteed and viable rigorous curriculum.	Curriculum Cabinet Teachers Instructional Specialists Asst. Supt. Curric. & Inst.	Curriculum Mapping Release Time Consultant Services- Janet Hale A Guide to Curriculum Mapping by Janet Hale New York State Common Core Learning Standards Instructional Specialists	2012-13
B. District will begin Individual Mapping for all content areas.	Curriculum will be reviewed annually to reflect actual practices in the classroom, as identified in the Individual Maps. Student learning will be ensured through the full implementation of a guaranteed and viable rigorous curriculum.	Curriculum Cabinet Teachers Instructional Specialists Asst. Supt. Curric. & Inst.	Curriculum Mapping Release Time Consultant Services- Janet Hale A Guide to Curriculum Mapping by Janet Hale New York State Common Core Learning Standards Instructional Specialists	2013-14

IMPLEMENTATION PLAN DETAILS

Objective 2: Instruction: Students will be actively engaged by purposeful and rigorous instruction that develops a deep understanding of the curriculum.

Strategy 2.1: Emphasize literacy instruction in all content areas to allow students to make deep connections to the district curriculum.

Major Tasks / Activities	Outcome/Student Outcome	Person/s Responsible	Resources/Supports Needed	Timeline
A. District will form a district-wide task force to investigate reading and writing instruction in the district in order to identify best practices and provide relevant Professional Development	Instructional practices in all classrooms will include an emphasis in the area of reading and writing aligned to districts' identified best practices. Overall student performance on all state assessments that measure literacy skills will improve.	Teachers Building Principals Instructional Specialists Asst. Supt. Curric. & Inst.	Consultant Services- Chris Walsh Active Literacy Across the Curriculum by Heidi Hayes Jacobs Literacy Across the Curriculum, Southern Regional Educational Board Writing Survey	2012 - 2013
B. District will provide opportunities for teachers to collaborate across disciplines to share resources and best practices.	Instructional practices in all classrooms will include an emphasis in the area of reading and writing aligned to districts' identified best practices. Overall student performance on all state assessments that measure literacy skills will improve.	Teachers Building Principals Instructional Specialists Asst. Supt. Curric. & Inst.	PLC Release Time Professional Development on Superintendent's Conference Days	2012 - 2013

Major Tasks / Activities	Outcome/Student Outcome	Person/s Responsible	Resources/Supports Needed	Timeline
C. District will prioritize work on the three core elements found in the book, Focus: ▪ a focused and coherent curriculum (what we teach); ▪ clear, prioritized lessons (how we teach); and ▪ purposeful reading and writing, or authentic literacy.	Instructional practices in all classrooms will include an emphasis in the area of reading and writing aligned to districts' identified best practices. Overall student performance on all state assessments that measure literacy skills will improve. Curriculum maps and lesson plans will include writing activities and use of technology by both teachers and students.	Teachers Building Principals Instructional Specialists Asst. Supt. Curric. & Inst.	Focus, by Michael Schmoker PLC Release Time District Professional Development Plan Professional Development on Superintendent's Conference Days Instructional Specialists	2012 - 2013
D. District will provide for systematic use of technology in literacy instruction as outlined in the District Technology Plan.	Instructional practices in all classrooms will include an emphasis in the area of reading and writing aligned to districts' identified best practices. Overall student performance on all state assessments that measure literacy skills will improve. Curriculum maps and lesson plans will include writing activities and use of technology by both teachers and students.	Director of Technology Instructional Technology Specialists (BOCES) Instructional Specialists Asst. Supt. Curric. & Inst.	Johns Hopkins University's research findings at www.bestevidence.org. Instructional Technology Specialists (BOCES) District Technology Plan Professional Development on Superintendent's Conference Days	2012 - 2013

Major Tasks / Activities	Outcome/Student Outcome	Person/s Responsible	Resources/Supports Needed	Timeline
E. District will expect teachers of all content areas to include individual and group writing activities in lessons and units.	Overall student performance on all state assessments that measure literacy skills will improve. Curriculum maps and lesson plans will include writing activities and use of technology by both teachers and students.	Teachers All Administrators	Curriculum Maps Lesson Plans Instructional Technology Specialists (BOCES)	2012 - 2013

IMPLEMENTATION PLAN DETAILS

Objective 2: **Instruction:** Students will be actively engaged by purposeful and rigorous instruction that develops a deep understanding of the curriculum.

Strategy 2.2: Support a rigorous learning environment that reflects opportunities for students to engage in critical thinking and problem solving.

Major Tasks / Activities	Outcome/Student Outcome	Person/s Responsible	Resources/Supports Needed	Timeline
A. District will establish process and criteria for investigating and selecting core instructional materials (i.e. textbooks) aligned to district curriculum maps.	Textbooks used in all classrooms will be aligned to the CCLS and Essential Maps. Overall student performance on all state assessments will improve.	Teachers Instructional Specialists Building Principals Asst. Supt. Curric. & Inst.	Curriculum Maps On-line resources for selecting curriculum materials	2012-2013
B. District will build awareness and establish expectations for Constructivist Learning, Cognitive Engagement, and 21st Century Skills (3 C's) in classrooms.	Teachers will understand what instruction looks like that reflects Constructivist Learning, Cognitive Engagement, and 21st Century Skills (3Cs) and embed these practices into their curriculum maps and lessons plans. Overall student performance on all state assessments will improve.	Teachers Instructional Specialists Building Principals Asst. Supt. Curric. & Inst. Instructional Technology Specialists (BOCES)	Professional Development around CCLS, and instructional practices supporting 3 C's Instructional Technology Specialists (BOCES) www.engageNY.org	2012-2014

Major Tasks / Activities	Outcome/Student Outcome	Person/s Responsible	Resources/Supports Needed	Timeline
C. District will expect teachers of all content areas to include individual and group critical thinking and problem solving activities in lessons and units.	Teachers will embed critical thinking and problem solving activities into their curriculum maps and lessons plans. Overall student performance on all state assessments will improve.	All Administrators Teachers Instructional Specialists	Professional Development on Superintendent's Conference Days on 6 CCLS Shifts for Math & ELA Curriculum Maps Lesson Plans	2012-2015
D. District will continue to develop opportunities for advanced course work, such as blended learning program for Advanced Placement at the High School and the AVID program at the Middle School and High School.	More students will be enrolled in advanced courses at the middle and high school. Overall student performance on all state assessments will improve.	Middle and High School Principals AVID Teachers Asst. Supt. Curric. & Inst.	AVID Institute Training Advanced Placement Course Development and Training	2012-2015
E. District will establish a district-wide committee to examine scheduling that facilitates a more systemic approach and make recommendations to the Superintendent.	Schedules at all levels will maximize learning opportunities focused on developing excellence in literacy and math skills. Overall student performance on all state assessments will improve.	Building Administrators Superintendent Asst. Supt. Curric. & Inst. Teachers Director of Personnel	SUNY Oswego	2012-2013

IMPLEMENTATION PLAN DETAILS

Objective 2: **Instruction:** Students will be actively engaged by purposeful and rigorous instruction that develops a deep understanding of the curriculum.				
Strategy 2.3: Support student learning through the use of data to drive instruction.				
Major Tasks / Activities	**Outcome/Student Outcome**	**Person/s Responsible**	**Resources/Supports Needed**	**Timeline**
A. District will develop structures for collecting, analyzing and incorporating data to determine best practices in instruction.	Instruction will be modified and adjusted by careful consideration of relevant data. Students will become familiar with their specific skills and weaknesses as indicated in their own data.	Dist. & Bldg Data Inquiry Teams Asst. Supt. Curric. & Inst.	Common/ Formative / Interim / Progress Monitoring Assessments Data tools, i.e.: Schooltool, School IQ, LinkIt! Data Team protocols	2012-13
B. District will use building and district Professional Learning Community (PLC) time to analyze student data in all areas.	Instruction will be modified and adjusted by careful consideration of relevant data. Students will become familiar with their specific skills and weaknesses as indicated in their own data.	Dist. & Bldg Data Inquiry Teams Asst. Supt. Curric. & Inst. Building Principals	Learning by Doing, by DuFour, DuFour, Eaker, and Many Data tools, i.e.: Schooltool, School IQ, LinkIt!	2012-13
C. District will establish the expectation that PLC's set student outcome goals and monitor progress towards these goals.	Instruction will be modified and adjusted by careful consideration of relevant data. Students will become familiar with their specific skills and weaknesses as indicated in their own data.	Dist. & Bldg Data Inquiry Teams Asst. Supt. Curric. & Inst.	Data Team protocols	2012-13
Major Tasks / Activities	**Outcome/Student Outcome**	**Person/s Responsible**	**Resources/Supports Needed**	**Timeline**

D. District will ensure that Academic Intervention Services (AIS) supports are addressing student deficiencies and are moving students to grade level expectations.	Instruction will be modified and adjusted by careful consideration of relevant data. Students will become familiar with their specific skills and weaknesses as indicated in their own data. AIS Services will be scheduled quickly and appropriately.	Building Principals Director of Pupil Services SBIT Teams School Counselors	Pyramid of Interventions, by Mattos, Weber, and Buffam Curriculum Maps RtI/AIS Plan	2012-13

IMPLEMENTATION PLAN DETAILS

Objective 3: <u>Climate:</u> Students will learn in an environment that is safe and mutually respectful, and promotes a sense of pride, trust and open communication for all stakeholders.

Strategy 3.1: Improve the health, safety and welfare of students.

Major Tasks / Activities	Outcome/Student Outcome	Person/s Responsible	Resources/Supports Needed	Timeline
A. District will promote awareness of after-school activities, clubs and community service.	More students will participate in after-school activities, clubs and community service.	Faculty Building Administration Advisors Student Organizations	Class meetings 8th grade orientation Freshman orientation	2012-15
B. District will create a culture of appropriate choices and behaviors, as they relate to topics such as smoking, weight, body image, use of social media, and bullying.	Decreased rates of obesity as measured by BMI. Decreased student discipline referrals.	Faculty Nurses Building Administration Director of Athletics Student Organizations	OCO Guest Speakers Assemblies Self Manager Program School Resource Officer Community Recreation Task Force Privilege Pass Program ASAP Program Weekly instructional meetings Once a week Freshman Academy class	2012-15
Major Tasks / Activities	**Outcome/Student Outcome**	**Person/s Responsible**	**Resources/Supports Needed**	**Timeline**

C. District will support full implementation of the Dignity for All Students Act.	Students will understand aspects of the Dignity for All Students Act relative to their age/grade level.	Board of Education Administration	Board Policy Student Assemblies	2012-15
D. District will continue proactive communication around student welfare and support needs with interventions.	Efficient and timely implementation of support services based on student needs. Overall student performance on all state assessments will improve Decreased student discipline referrals.	Faculty Building Administration Director of Pupil Services	Safety Committee Facilities Committee School Resource Officer	2012-15
E. District will ensure that students will receive support through appropriate levels of staffing and resources.	Increased daily student attendance for targeted students. Overall student performance on all state assessments will improve Decreased student discipline referrals.	Faculty Building Administration Director of Pupil Services	Oswego County Opportunities Farnham ASAP Program School Based Health Center	2012-15
F. District will ensure that facilities support safety.	Utilization of the long term capital plan will ensure timeliness of properly maintaining facilities.	District and Building Safety Committees Facilities Committee Building Administration	Building Condition Survey – 5 yr plan	2012-15

IMPLEMENTATION PLAN DETAILS

Objective 3: <u>Climate:</u> Students will learn in an environment that is safe and mutually respectful, and promotes a sense of pride, trust and open communication for all stakeholders.
Strategy 3.2: Strengthen morale of staff.

Major Tasks / Activities	Outcome/Student Outcome	Person/s Responsible	Resources/Supports Needed	Timeline
A. District will identify areas of potential morale and motivational issues with staff and faculty.	Established baseline information relative to staff morale to guide planning.	Administration CDEP Committee	Climate Survey "Who is MACS" Monthly Recognition	2012-13
B. District will continue opportunities for staff interaction and camaraderie, i.e. breakfasts, end of year party.	Teachers will feel emotionally supported.	Administration Associations' Leadership Staff	Welcome Back Picnic End of year building get-togethers Staff appreciation breakfasts "Who is MACS" Monthly Recognition	Periodically throughout 2012-2015
C. District will continue to promote trust between teachers and administration, i.e. flexibility, negotiating APPR, celebrating successes.	Active participation from all bargaining units in various committees / decision making groups. Successful completion of required planning (i.e. APPR).	Administration Associations' Leadership Staff Community Students	Active participation from all bargaining units in various committees / decision making groups	2012-15
Major Tasks / Activities	**Outcome/Student Outcome**	**Person/s Responsible**	**Resources/Supports Needed**	**Timeline**
D. District will look at alternatives for teachers being pulled from their classrooms and/or mitigate the effects, e.g. Job-embedded PD, trainer in the room while you are teaching, quality subs.	Various PD schedules/models will be provided. Possible model of content-specific training for subs.	Administration Professional Development Committee	PD Calendar to include after-school and Summer Supt. Conference Days Staff Development Days	2012-15

			Coaching Model for Instructional Specialists	
E. District will support autonomy while fostering collaboration, e.g. opportunities for voices to be heard, PLCs, technology support.	Common planning time for staff, as practical. Sharing of best practices.	Administration Technology Integration Specialists (BOCES) Instructional Specialists Professional Development Committee	Scheduling Committees	2012-15

IMPLEMENTATION PLAN DETAILS

Objective 3: **Climate:** Students will learn in an environment that is safe and mutually respectful, and promotes a sense of pride, trust and open communication for all stakeholders.				
Strategy 3.3 Improve the level of satisfaction of external stakeholders concerning service.				
Major Tasks / Activities	**Outcome/Student Outcome**	**Person/s Responsible**	**Resources/Supports Needed**	**Timeline**
A. District will identify areas of potential dissatisfaction by external stakeholders regarding service.	Improved relationship with and satisfaction from the community.	Administration Board of Education CDEP Committee	Community Survey Community Conversations	2012-2013
B. District will examine communication tools currently available and determine most effective use of each one to improve communication with parents and guardians.	Menu of communication tools	Administration Board of Education	Community Survey	2012-2013

EVALUATING AND REPORTING RESULTS

EXPLAIN HOW THE DISTRICT WILL COMMUNICATE THE PLAN TO ALL STAKEHOLDERS.

Mexico Central Schools recognizes the CDEP as a tool for combining the varied and numerous efforts of the district and believes that the school community will benefit from having a coherent education plan. Our CDEP will be communicated through the following venues:

- The CDEP will be posted on the District website and in Curricuplan.
- The CDEP presentation will be developed and shared with faculty in the beginning of the school year.
- The CDEP will be shared at a Community Forum.
- The CDEP will serve as a resource for building and department administration as they further define their role in executing the plan.
- The CDEP will serve as a resource for addressing the areas outlined in the district's Race to the Top Plan.

EXPLAIN HOW THE DISTRICT AND THE PLANNING COMMITTEE WILL USE EVALUATION RESULTS AND DATA TO REVISE STRATEGIES.

Administrative Council will specify two meetings a year dedicated to monitoring the CDEP. These meetings will focus on reviewing data collected for each implementation activity according to their respective timelines, in order to monitor effectiveness of the activities toward reaching goals. Goals, Objectives, and Activities will be reviewed and modified annually based upon review of relevant data. This data will be provided by:

- District and Building Data Inquiry Teams
- Professional Development Committee
- Building and Department Administration
- Other sources as deemed appropriate

Statement of Assurances

District Name: Mexico Academy and Central School District

BEDS Code: 460901060000

SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT PLAN

STATEMENT OF ASSURANCES

The superintendent certifies that:

- Planning, implementation and evaluation of the professional development plan were conducted by a professional development team that included teachers, administrators, and others identified in the plan.
- The plan focuses on improving student performance and teacher practice as identified through data analysis.
- The plan describes professional development that:
    - is aligned with state content and student performance standards;
    - is articulated within and across grade levels;
    - is continuous and sustained;
    - indicates how classroom instruction and teacher practice will be improved and assessed;
    - indicates how each teacher in the district will participate; and
    - reflects congruence between student and teacher needs and district goals and objectives.
- The plan indicates an evaluation of the effectiveness of the professional development and a mechanism to adjust activities based upon the evaluation.
- The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

_____

Signature, Superintendent of Schools

_____

Date