

Instructional Technology Plan - Annually - 2016

LEA Information

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A. LEA Information

1. 2014-2015 Student Enrollment

	Total Enrollment	Pre-K Enrollment	K-2 Enrollment	3-5 Enrollment	6-8 Enrollment	9-12 Enrollment	Ungraded Enrollment
Student Enrollment	1,682	62	355	337	394	504	30

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

Brian Richards

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

Director of Technology

Instructional Technology Plan - Annually - 2016Instructional Technology Vision and Goals

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B. Instructional Technology Vision and Goals**1. Please provide the district mission statement.**

Exemplify Excellence in Education

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

Vision:

The MCSD will institute programs of digital literacy and information technology:

- To support teachers in their integration of technology into teaching and assessment and for participating in PD growth opportunities
- To foster a high level of student fluency in the use of digital tools for communication, collaboration, creativity, and critical analysis
- To utilize current technology tools, including social media, to foster ongoing parent communication
- to facilitate analysis of student data that will advance classroom instruction and improve student achievement.

Goals:

- Ensure 21st century technology tools are available, accessible, and maintained for continual use within the district.
- Identify, align, and assess professional development with teacher and school learning needs.
- Establish a procedure for the evaluation, purchase, and communication of new technologies for use within classrooms.
- Offer introductory and “deep-dive” professional development that can be received via remote access, job-embedded coaching, or in traditional formats.
- Connect technology tools and strategies to curriculum through an analysis of current curriculum maps.
- Upgrade curriculum maps to include 21st century learning experiences and assessments, including the creation of new courses and new forms of educational experiences (e.g. flipped-instruction) as appropriate.
- Evaluate current instructional technology curriculum to ensure vertical alignment of technology skills, literacies, and responsibilities is evident.
- Create a culture of visionary leadership around the expectations of comprehensive technology integration.

3. Please summarize the planning process used to develop the instructional technology plan. Please include the stakeholder groups participating and outcomes of the instructional technology plan development meetings.

Teachers meet as grade level teams in grades K-6 on a monthly basis to review curriculum and instruction expectations. This year, target goals were set by the teams for 1) increasing proficiency with understanding and utilizing STAR data to inform instructional needs; 2) utilizing office 365 to share curriculum documents (maps and assessments) both vertically and horizontally and 3) increasing our toolkit of tech applications that would support learning for our special education students. Teachers in grades 7-12 met monthly as departments and reported needs and target outcomes to the Director of Curriculum and Instruction. The Director of Curriculum and Instruction and the Director of Special Programs met regularly to review technology and curriculum needs for special education students. Additionally, a pilot group of coaches was formed at the middle school to target differentiated instruction. The learning occurred via Schoology, a learning management system, that this group piloted in 2015-16. With this information at hand, the Director of Curriculum and Instruction and the Director of Technology co-chaired the Technology Committee made up of library specialists and teachers. The technology plan was reviewed as written, and incorporated feedback from the above stakeholder groups. Short-term target objectives were established to meet basic proficiency needs across the district (STAR, Office365, SPED apps) and subsequent professional development occurred at multiple times throughout the year. In addition, a 3rd grade ICT (Integrated Co-Teach) classroom was identified to initiate a 1:1 pilot for student tablets. It was determined that apps for special education students could be further explored, as well as providing information about the use of devices with a class of 20 students that mirrors a typical general education class in many ways (size, experience, range of needs). The results of this pilot (in particular in the area of writing) were shared with committee and it was recommended that the district consider a 1:1 initiative going forward, beginning with the 4th grade students in 2016-17. The technology committee will be responsible for providing oversight of the pilot program with respect to the attainment of goals and objectives as set forth by the technology plan. Additionally, videoconferencing capabilities were added to the middle school building in the spring of 2016. A few classes have already tried experimenting with distance learning with their classrooms/grade levels, and a plan for bolstering this type of opportunity will be explored at district level with respect to funding.

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

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

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

Plans are in place to upgrade access points in both the middle school and elementary school. The tech staff tripled in 2015-16, allowing for a decrease in service call delay and bolstering confidence in the district for technology resources to be serviced and functioning as needed. The middle school will receive access points and cabling in the summer of 2016; elementary school summer of 2017.

Plans are in place to provide 1:1 devices to students in grade 4 in 16-17, while still maintaining the laptop carts for other grades as currently available.

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Instructional Technology & Infrastructure Inventory

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C. Technology and Infrastructure Inventory

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

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

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

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

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

Erie I BOCES - WNYRIC

4. Please identify the capacity of the telecommunications line coming into the district's school building(s) from the district hub or district data center. The district's Regional Information Center can provide this information if needed

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

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

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Instructional Technology & Infrastructure Inventory

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

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

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

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

0

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

- Yes
- No

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

100

9. Does the district use a wireless controller?

Yes

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

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Instructional Technology & Infrastructure Inventory

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	Number of devices in use that are less than five years old	How many of these devices are connected to the LAN?
Desktop computers/Virtual Machine (VM)	623	623
Laptops/Virtual Machine (VM)	362	362
Chromebooks	0	0
Tablets less than nine (9) inches with access to an external keyboard	0	0
Tablets nine (9) inches or greater with access to an external keyboard	105	105
Tablets less than nine (9) inches without access to an external keyboard	0	0
Tablets nine (9) inches or greater without access to an external keyboard	0	0
Totals:	1,090	1,090

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

12

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

Currently the special education teachers in grades 7-12 have tablets, and a pilot classroom ICT of 3rd graders have tablets. Putting more resources into the hands of students, with professional development for teachers to use the apps effectively with their students, would enhance the district's ability to improve access to technologies for students with disabilities.

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

	Number of devices in use
Document Cameras	130
Flat Panel Displays	0
Interactive Projectors	0
Interactive Whiteboards	130
Multi-function Printers	1
Projectors	130
Scanners	5
Other Peripherals	0
Totals:	396

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

(No Response)

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

Yes

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Instructional Technology & Infrastructure Inventory

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

Yes

16a. On an average school day, approximately how many student devices access the district's network?

300

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

Yes

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

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

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Software and IT Support

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D. Software and IT Support

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

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

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

(No Response)

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

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

4. Please provide the name of the web browser if the response to question three included "Other."

(No Response)

5. Please provide the name of the Learning Management System (LMS) most commonly used in the district. A Learning Management System (LMS) is a software application for the administration, documentation, tracking, reporting, and delivery of online and blended learning courses.

Schoology

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

IXL
 Read Live
 STAR (Renaissance Learning)
 Reading A-Z/RAZ Kids
 Office Suite

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Software and IT Support

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

WorldBook Online and Proquest

8. Does the district have a Parent Portal?

Yes

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

- Attendance
- Homework
- Student Schedules
- Grade Reporting
- Transcripts
- Other

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

(No Response)

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

- Learning Management System
- Emergency Broadcast System
- Website
- Facebook
- Twitter
- Other

10. Please list title and Full Time Equivalent (FTE) count (as of survey submission date) of all staff whose primary responsibility is providing technical support. Does not include instructional technology integration FTE time.

Title	Number of Current FTEs
IT Director	1.00
Desktop Support Tech	2.00
Manager of Network and Information Systems	1.00
	4.00

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Curriculum and Instruction

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

The plans listed in the previous years' survey are listed below, with updates indicated:

- identify the current status of technology instruction within the district (*A license database has been developed. A survey of teachers indicated inconsistent and infrequent use of technology outside of word, PowerPoint, internet use for finding and reporting information. Very few teachers are using technology to collaborate on a regular basis.*)
- complete a gap analysis of our current status when compared to expected outcomes as set forth by ISTE standards
- Develop an action plan to address the identified needs that will include the creation of a scope and sequence of technology skills (*A scope and sequence has been developed for technology skills taught by technology teachers. This scope and sequence needs to be delivered consistently, assessed/monitored and revised based on data in the upcoming school year.*)
- develop a process by which curriculum maps/units of students will be assessed for technology entry points into the curriculum (*Technology for assessment purposes is the next anticipated entry point for a district initiative.*)
- review student data to measure progress towards outcomes
- identify targeted strategies to move those outcomes forward (*STAR data is being utilized for this purpose. Schoology is being used to discuss differentiation strategies that can be employed based on this data.*)

2. Does the district's instructional technology plan address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments?

Yes

2a. If "Yes", please provide detail.

The technology plan is used in conjunction with the QuiP that specifically looks at the needs of improving instruction for our SPED students. Although there is not a specific reference to SWDs in the technology plan, all students will benefit from the action and goals as set forth in the document.

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

Yes

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

Upon annual review of IEPs, students with disabilities are provided with assistive technology as needs dictate for general education and special education settings within the district, as well as private school settings as the situation arises. The Director of Curriculum and Instruction works in partnership with the Director of Special Programs to ensure that equipment and training are provided. In addition, Medina CSD partners with BOCES to remain current on the implementation and training for assistive technology within our district.

4. Does the district's instructional technology plan address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments? Yes No

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Professional Development

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F. Professional Development

- Please provide a summary of professional development offered to teachers and staff, for the time period covered by this plan, to support technology to enhance teaching and learning. Please include topics, audience, and method of delivery within your summary.**

Date	Topics	Audience	Delivery Method
10/29/16	Office 365, STAR	Teachers and Administrators	Conference Day workshops
11/5/15	Schoology	Differentiated Instruction Coaches	Mini-workshop
11/1-6/30	Office365	Any interested faculty/staff	1:1 consultation
2/5/2016	STAR, ELA Apps for SPED	Any interested faculty SPED teachers	Conference Day Workshops
10/29/16	Google Tools	Librarians	Workshop
monthly	STAR, Reading A-Z, Fountas and Pinnell Online Benchmark System, Other programs as appropriate for instruction	K-6 teachers	grade level workshops as needed
ongoing	as requested	All MCSD	1:1 support

- Please list title and Full Time Equivalent (FTE) count (as of survey submission date) of all staff whose primary responsibility is delivering technology integration training and support for teachers. Does not include technical support.**

Title	Number of Current FTEs
Director of Curriculum	0.10
	0.10

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Technology Investment Plan

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G. Technology Investment Plan

1. **Please list the top five planned instructional technology investments in priority order over the next three years. Infrastructure is considered an instructional technology investment.**

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Technology Investment Plan

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	Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual or Both?	Funding Sources May choose more than one source
1	3D Printers	6,000	One Time	<input checked="" type="checkbox"/> BOCES Co-Ser Purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
2.	Laptops	200,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser Purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
3.	Desktops	125,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser Purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
4.	Wi-Fi	100,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser Purchase <input type="checkbox"/> District Operating Budget <input checked="" type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
5.	Network Cabling	80,000	Both	<input type="checkbox"/> BOCES Co-Ser Purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
Totals:	0	511,000	0	0

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Technology Investment Plan

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

(No Response)

Instructional Technology Plan - Annually - 2016Status of Technology Initiatives and Community Involvement

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H. Status of Technology Initiatives and Community Connectivity

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

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

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

The Board of Education Curriculum and Technology Committee, in partnership with the Director of Technology and the Director of Curriculum and Instruction, are currently constructing policy recommendations that include allowing students who are assigned 1:1 technology during the day to take them home in the evening/on weekends. This will thereby increase student access to technology at home. Teachers who are assigned laptops will also be allowed/encouraged to bring them home.

3. **Please check all locations where Internet service is available to students within the school district's geographical boundaries.**

- Home
- Community
- None

- 3a. **Please identify categories of available Internet locations within the community.**

public library (1)
 restaurants/places of business
 governmental entities (town halls/facilities)

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Instructional Technology Plan Implementation

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I. Instructional Technology Plan Implementation

Instructional Technology Plan - Annually - 2016

Instructional Technology Plan Implementation

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

Goal 1: Ensure 21st century technology tools are available, accessible and maintained				
Actions needed to achieve goal	Staff Development	Person(s) responsible	Date action will be completed	Indication of success
Continually provide opportunities for exposure to new technology tools	Local and National PD conferences and workshops, BOCES PD, mini trainings by professional teachers and teacher leaders, sharing during faculty meetings	Director of C&I Teachers Teacher Leaders Administrators	Ongoing, > 1/quarter	Attendance at trainings, Que Center requests for support, Agendas reflecting technology topics, informed walk-throughs
Seek out pilot opportunities and grant funding for supported technologies available to the district	Provided via vendors and BOCES pilot programs Local, state and federal grant opportunities	Director of C&I Manager of Network and IT Systems Teachers and Administrators	Ongoing	Integration of new technologies within curriculum documents
Seek out opportunities for teachers to visit other schools in which technology integration is occurring	Visitation arrangements	Director of C&I Principals Teachers	Ongoing	Frequency of substitute requests
Development of a procedure for requesting a tool or subscription	Communication via written documentation and faculty meetings	Manager of Network and IT Systems with Director of Curriculum and Instruction	Ongoing	Written procedure articulated and understood by faculty
Goal 2: By June 2017, a searchable database will be constructed to align technology resources available within the district to content and/or topic use				
Actions needed to achieve goal	Staff Development	Person(s) responsible	Date action will be completed	Indication of success
Inventory of hardware, software, and licenses currently available in the district	N/A	Manager of Network and IT Systems Technicians	Spring 2015	Accurate and searchable inventory list within a database
Ongoing maintenance of the database	N/A	Manager of Network and IT Systems Technicians	Ongoing	Teacher reports and usage
Links within the database to information about purpose, user groups, curriculum suggestions	PD needed for searching the database, using it, and contributing to it	Director of C&I PD Committee	Spring 2016	Attendance at trainings Database usage (if trackable)

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Integrated use of the database modeled by teachers as a go-to resource for PD development	PD for administrators, professional teachers, and teacher leaders	Technology Committee	Fall 2016	Ongoing written and verbal feedback from teachers
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Goal 3: On an annual basis, a minimum of one technology-driven student learning experience will be embedded or refined within content area unit plans/curriculum maps by all teachers.

Actions needed to achieve goal	Staff Development	Person(s) responsible	Date action will be completed	Indication of success
Administrator and teacher leader team to attend technology conferences to glean ideas and plan for sharing	BLC 14 Conference ISTE Conference NYSSTATE	Building leaders, professional teachers, teacher leaders	Summer 2014 Summer 2014 Fall 2014	Action plans generated by those in attendance at conferences
Grade level and department focus on technology tools for engagement	PD provided on tools and how/where to embed into curriculum maps	Administrators Director of C&I Department Chairs	2014-2015	Evaluation by November Learning
Grade level and department focus on technology tools for communication, collaboration, and research	PD provided on tools and how/where to embed into curriculum maps	Administrators Director of C&I Department Chairs	2015-2016	Curriculum maps; student work samples
Widespread use of first 5 days technique	November Learning PD	BLC14 Attendees	2014-2015 and 2015-2016	Use of strategy at the start of the school year by classroom teachers
Provide half and full day "in-depth" training and work time on identified tech tools	BOCES Vendors Professional Teachers Director of C&I Technology Staff	Director of Curriculum and Instruction Department Chairs	Ongoing	Application of in-service tools into classroom practice.
Peer-to-peer modeled lessons integrating technology tools	Coaching	Teachers	2014-2015	Reflection sheets and application of tools into practice and evidenced via walk-throughs

Goal 4: Ensuring that ongoing communication of shared expectations regarding technology integration is pervasive.

Actions needed to achieve goal	Staff Development	Person(s) responsible	Date action will be completed	Indication of success
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Designate roles and responsibilities within buildings and within the district for communication and support regarding technology	N/A	Superintendent	Fall 2014	Awareness of key point people for technology in the buildings/district
Use of professional teachers to support communication and dialog about best practices with technology	Coaching	University of Rochester Director of Curriculum	2014-2015	Feedback and evaluation of technology within classroom instruction
Technology blurb in each district newsletter	N/A	Technology Committee	Ongoing	Publication
Share tech tips, tricks, and triumphs at grade level, department, and faculty meetings	N/A	Administrators Teacher Leaders Professional Teachers Technology Staff	Ongoing	Agendas and requests for more information via QueCenter or professional teachers

Goal 5: By June 2015, develop a scope and sequence for technology skills in grades K-3
 By June 2016, a scope and sequence for technology skills in grades 4-7 A plan to address gaps in technology skills will also be developed
 By June 2017, a scope and sequence for technology skills in grades 8-12 will be developed

Actions Needed to achieve goal	Staff Development	Person(s) responsible	Date action will be completed	Indication of success
Sustainability of technology committee	N/A	Manager of Network and IT Systems Technology Committee Director of Curriculum and Instruction	Ongoing	Attendance at monthly meetings
Communicate expectations and resources for the development and implementation of the scope and sequence with building administrators	N/A	Superintendent	Ongoing	Evidence within principal meeting notes
Research the college/career expectations and standards for technology instruction, and identify what is currently occurring in MCSD	Literature review	Director of C&I	Fall 2014	Summary document
District-wide understanding of technology standards (ISTE)	1.5 hr. in-service during 2014-2015	Director of C&I	Fall 2014	Exit survey from PD workshop
Write a draft of K-3 scope	Literature review	Director of C&I	2014-2015	Draft document

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and sequence		Technology Committee with K-3 subcommittee		
Communicate expectations of scope and sequence with K-3 teachers and administrators	Workshop provided	Director of C&I	Ongoing 2014-15	Common understanding of expectations
Provide schedule adjustments, resources, and time for the scope and sequence to be implemented at K-3	Grade level workshops as needed	Teacher Leaders	Spring 2015 and beyond	Evidence of technology skills taught and assessed for K-3
Evaluation tool for the success of the scope and sequence created and deployed	Grade level meetings	Teacher Leaders Director of C&I	Spring 2015	Documentation
The above processes to be refined and repeated for 4-7 and 8-12	Workshops as needed	Director of C&I Technology Committee	2015-2017	See above

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Monitoring and Evaluation

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J. Monitoring and Evaluation

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

Dates	Actions	Desired Outcomes
6/14/2016	BOE Tech Committee Meeting	Finalize draft of 1:1 Policy documents
8/15/2016	Tech Committee meeting	Review of tech plan actions and outcomes for 2016-17 school year
9/27/2016 and the 4th Tuesday of every month thereafter through May 2017	Tech Committee meeting	Review each of the goals and strategic actions that are expected to date; monitor, revise and adjust as needed
Oct 31, 2016	Fall Conference Day	Provide additional training in the area of O365 with the expectation that all shared documents will reside here
June 2017	Tech Committee meeting	Review data needed for Tech Survey. Determine dates for 17-18 in which the planning phases for the 2018-2021 tech plan will begin.

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

	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	http://www.medinacsd.org/files/filesystem/code%20of%20ethics%20-%20computer%20and%20technology.pdf	2009
Internet Safety/Cyberbullying*	http://www.medinacsd.org/files/17127/policy%207552%20%20bullying%20in%20the%20schools.pdf	2012
Parents' Bill of Rights for Data Privacy and Security	http://www.medinacsd.org/documents.cfm	2015

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Survey Feedback

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K. Survey Feedback

Thank you for submitting your district's instructional technology plan (ITP) survey via the online collection tool. We appreciate the time and effort you have spent completing the ITP survey. Please answer the following questions to assist us in making ongoing improvements to the online survey tool.

1. **Was the survey clear and easy to use**

Yes

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

Yes

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

(No Response)

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

(No Response)

5. **Other comments.**

(No Response)

Instructional Technology Plan - Annually - 2016

Appendices

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Appendices

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

(No Response)