PRELIMINARY SMART SCHOOLS INVESTMENT PLAN FOR SPRINGS UFSD 2015-16

Springs Union Free School District
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Members of School Technology Committee

John Gibbons	Technology Director
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Robert Platt	Technology Consultant
Melissa Knight	Elementary Teacher
	Melissa Knight's 2014-15 grade 4 students
Judy Mullarkey	Middle School Teacher
Adam Wilson	Board Trustee
John Grant	Parent
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Sections of this Document

Section 1: Executive Summary

Students at Springs School will continue to utilize educationally appropriate technology as part of the SMART Bonds Act to enhance their thought and problem-solving skills, and use multiple resources to access, evaluate, process, and communicate information.

As part of the District's Technology Committee Charter, the Technology Committee is appointed by the Springs UFSD Board of Education to assist the Board by reviewing the current state of technology in the school district and make recommendations to the Board of Education for the purposes of increasing technology to promote teaching and learning. This work continued as part of the planning of the Smart Schools Investment Plan.

The Springs School is looking to acquire interactive whiteboards, laptop-style and tablet-style computers to enhance the instructional program. The staff will continue to integrate these technologies into every aspect of school life and model the appropriate use of technology so that the students develop exceptional levels of proficiency.

In 2013-14, the Springs UFSD began the process of updating the campus' infrastructure and capabilities. The school purchased and began utilizing one to one devices (Chromebooks) in certain grades and with certain teachers who volunteered. These teachers began using the devices as part of daily instructional practices to prepare students to meet the expectations associated with being college and career ready as outlined in the Common Core Learning Standards.

Then, in 2014-15, Springs School implemented a one student to one device program in fourth grade. This program will continue for the 2015-16 school year in grades 4 and 5 with the hopes of adding another grade each year until grades 4-8 have a one to one device program using SMART School funds. This will provide students with opportunities to successfully integrate technology as part of their learning practices.

In preparation, the Springs UFSD has upgraded our speed standard to 100 Mbps per 1,000 students for all of our three buildings on the Springs School campus. This work was conducted in the summer of 2013 through 2015.

Section 2: Connectivity

Over the past three years, the District has built up its infrastructure to currently posses the sufficient connectivity infrastructure to ensure that effective use of the devices during the school day. Springs School meets the Federal Communications Commission's 100 Mbps per 1,000 students standard. The District currently meets this requirement in all three of the campus' existing buildings where new devices are and will be deployed. The District understands that achieving this speed standard is a precondition for the purchase of SMART Bonds Act devices.

Through the District's Optimum Light path system in each building on campus, the District meets the Federal Communications Commission's 100 Mbps per 1,000 students standard.

Section 3: Devices Being Considered

Springs School will continue to build its classroom and student one to one device program through the use of the Smart Schools Bond Act funds. These devices will continue to include assistive technology communicative devices for the District's special education students so they may participate in the general curriculum.

In 2014-15, the Springs UFSD already piloted a one to one device program using Google-based Chromebooks with much success. These were a budgeted line item as part of the school's budget for grade 4. The District plans on expanding this program in 2015-16 to include grades 4 and 5. The goal is to expand and include another grade each year, in sequential fashion, until all students in grades 4-8 will be part of the one to one program by 2018-19.

We also plan on integrating more interactive whiteboards in each classroom for the use of interactive learning. The devices (EPSON Projection Systems) chosen are already linked to a coherent instructional plan which includes Google Classroom platforms and which will continue to enhance the District's teaching and learning practices.

Section 4: Technology Goals

The primary goal of the District's technology initiative is the integration of meaningful technology into the entire curriculum to improve and enhance student learning for all students including English Language Learners (ELL) and special education students. These devices will continue to include assistive technology communicative devices for the District's special education students so they may participate in the general curriculum.

The most effective learning environments meld traditional approaches and new approaches to facilitate learning of relevant content while addressing individual needs. The District has seen many benefits from integrating technology into the classrooms. One of the many benefits of using technology in the classroom is the ability to differentiate instruction to meet the needs of every student in every lesson. As every student grows and develops at different rates, we understand they learn in different ways and at different speeds. Technology integration has made it possible to pace lessons appropriately for each student's learning level. The use of technology has been used by staff to promote learning especially for our English Language Learners (ELL) and special education populations.

At Springs School, we understand that technology is most effective when integrated with curriculum content. As research conducted by the International Society for Technology in Education (ISTE) on differentiating instruction using technology in classrooms demonstrates, paired and collaborative learning in conjunction with technology enhances student performance. Differentiated instruction focuses on teaching strategies that give diverse students multiple options for taking in and processing information, making sense of ideas, and expressing learning. Technology tools can support good instruction and offer personalized learning environments in which students interact with software, conduct research, create products, and communicate with others outside their school. Both differentiated instruction and technology tools are important for 21st-century education.

Goals of the One to One Program

<u>Goal 1:</u> Through the use of the Chromebook and/or other one to one devices, students will use critical thinking skills to demonstrate their creative thinking, construct knowledge across content areas to develop products, solve problems and make informed decisions using technology. Students will:

      a)   Apply existing knowledge to generate new ideas, products and processes;

      b)   Identify and define authentic problems and significant questions to further inquiry;

      c)   Create original works as a means of personal and/or group expression;

      d)   Use research to explore complex systems and issues and use the information to guide inquiry;

      e)   Use research to locate, analyze, evaluate, and synthesize information and/or data from a variety of sources to identify issues, forecast possibilities and report results.

<u>Goal 2:</u> Through the use of the Chromebook and/or other one to one devices, students will use digital media to communicate and work collaboratively, include distance learning (e.g. school to home connection/ school to real world connection). The devices will enhance differentiation of instruction by supporting individual and differentiated learning so they may participate in the general curriculum. Springs will continue to create more dynamic English Language Learner (ELL) and special education programs by utilizing technology to differentiate instruction by incorporating various digital resources into curriculum content. Students will:

      a)   Interact, collaborate and publish using a variety of digital resources and media;

      b)   Communicate information and ideas effectively to multiple audiences using a variety of digital resources and media;

      c)   Develop a global understanding of the use of technology to promote learning;

      d)   Contribute to producing original works or solve problems.

<u>Goal 3:</u> Through the use of the Chromebook and/or other one to one devices, students will demonstrate a sound understanding of how technology works while assisting with the transition of moving the District towards a more paperless-real world application. Students will:

      a)   Demonstrate personal responsibility for life-long learning to meet the expectations of the Common Core Learning Standards;

      b)   Exhibit leadership for digital citizenship;

      c)   Transfer current knowledge to learning of new technologies.

Section 5: Staff Professional Development

Springs School will continue to provide professional development to ensure administrators, teachers and staff can employ the technology purchased with funds from the Smart Schools Bond Act to enhance instruction in all classroom and/or programs. Springs School staff participates in many training opportunities already which will continue as the technology in classrooms expands. Our vision of the future is to improve student learning through the use of technology and meaningful engagement for students and staff.

Through the pilot program in grade 4, Springs School identified that Chromebooks were the device that most closely met the needs of teachers and students, the education goals of the district, and were the most cost-effective for a district on a budget. Chromebooks also promoted more "active learning" in the classroom. Our professional development will continue to focus on the integration of this type of tool.

Teachers at the K-8 level received either half day or full day trainings throughout the year as grade-level groups on the use of Chromebooks and Google Classroom features by our Library Media Specialist who is the co-administrator of the Google domain and provided immediate support. The Library-Media Specialist teacher is also Google Classroom certified. In addition, teachers in grade 4 received ongoing Google Classroom support from our IT department as well as our Library-Media Specialist. Workshops were focused on, but not limited to the following features:
   a) Classroom launch- designed to assist teachers create, collect and share assignments paperlessly with students and other staff members, including the ability to automatically make a copy of a Google document for each student;
   b) Export grades;
   c) Streamline teacher controls in order to set permissions for student posts;
   d) Create Google share groups;
   e) Upload math textbooks and interactive workbooks so students can access from Chromebooks;
   f) Provide ability for students to take assessments in reading and math on-line;
   g) Provide teachers with access on how to create multiple drives;
   h) Archive student work;
   i) Post feedback to student writing and provide grades.

Our focus with on-going professional development is to continue to emphasize a culture of building capacity within the organization by having our technology, academic departments and classroom teachers who have worked with Google and Chromebooks in a one to one program assist in leading professional development for all staff, teachers, and administrators, which is crucial for keeping up with the latest technologies and ensuring all members of the organization are accountable. We work with our IT personnel on the planning and implementation process.

We understand that Smart Schools Bond funds **may not** be used for professional development.

Finally, Springs UFSD has contacted the Teacher Preparation Program at Stony Brook University, to request information on innovative uses and best practices at the intersection of technology education. Through the department, the school has learned that in conjunction with the Peconic Teacher Center at Southampton UFSD, graduate level courses and programs will continue to be offered in utilizing technology in a blended classroom. A contingent of Springs School teachers is already part of the cohort and teaching in the grades that have one to one programs.

Section 6: Nonpublic Schools within District

This section is non-applicable to Springs UFSD as there nonpublic schools are not located within the district.

Section 7: Sustainability of Technology Purchases

As part of the allocation, Springs School will ensure the sustainability of technology purchases made with Smart Schools funds. As provided under Board of Education Policy #4510.1 entitled Instructional Technology, *"The Board of Education recognizes its responsibility to insure that district staff and students have access to-up-to-date technological materials and equipment. As used in this policy, "technology" refers principally to electronic materials and equipment, such as computers…In addition, the Board directs the Superintendent of Schools to equip district schools with appropriate and up-to-date hardware/ software, to schedule "hands-on" in-service activities for district staff, and to implement suggestions from the above representatives (In this case, the Board appointed Technology Committee) within budgetary constraints."*

Policy #4510.1 demonstrates the district's capacity to support recurring costs and the replacement of purchased devices and equipment at the end of their useful life with other funding sources.

Section 8: Inventory of Equipment Protocols

As listed in Board of Education Policy #4526 entitled Computer Network for Education, paragraph six, *"The Superintendent, working in conjunction with the designated Purchasing Agent for the district, the computer coordinator and the instructional materials planning committee, will be responsible for the purchase and distribution of all computer software/ hardware throughout district schools. They shall prepare and submit for the Boards' approval a comprehensive multi-year technology plan which shall be revised as necessary to reflect changing technology and/or district needs."*

Section 9: Spending Plan

As provided on page 10 of the "Smart Schools Investment Plan Overview".

Classroom Technology	Proposed Costs
Interactive Whiteboards	$20,000
Computer Servers	$0
Desktop Computers	$0
Laptop Computers	$105,874
Tablet Computers	$11,000
Other Costs	$0