Pelham School District

Future Ready Technology Plan
July 2016-July 2019

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About Future Ready and the Planning Process

District Vision

Addendum:

What does it mean to be a Future Ready School District?

In the fall of 2014, our Superintendent signed the Future Ready Pledge. The Future Ready Pledge is a commitment from Superintendents to lead their districts through a digital transformation that prepares our students for college, careers, and citizenship.

Immediately after, a team comprising district technology staff, library media specialists and the Superintendent attended a Future Ready Summit in Rhode Island to learn about the Dashboard that would help districts facilitate technology planning. From this dashboard, our district technology committee spent the year surveying stakeholders, creating shared vision statements, goals and objectives. The vision statements and goals were shared at each school through their school specific technology committees to gather input and make any necessary modifications. In February of 2016, the Pelham School District was recognized on Digital Learning Day as one of 44 school districts nationwide to complete the in-depth planning process.

District Vision for Digital Learning:

The Pelham School District is committed to inspiring success by providing personalized, flexible, student-centered learning that utilizes a wide spectrum of instructional practices and tools that support high-order thinking, social emotional skills, and college and career ready skills. A flexible approach and environments, supportive resources and professional learning are essential to this success.

Personalized
Student
Learning

VISION

COLLABORATIVE LEADERSHIP

PLAN

IMPLEMENT

ASSESS

REFINE

COLLABORATIVE LEADERSHIP

Gear 1: Curriculum, Instruction, and Assessment

The Pelham School District is committed to providing personalized, authentic learning environments that foster college and career ready skills to facilitate deeper learning and to seamlessly leverage technology in the teaching and learning process.

Goal 1: Develop and implement a process to identify, evaluate, and access platforms and tools for instructional use.

> **Action 1:** Create and organize an easily accessible, vetted set of resources, online communities, and links.
>
> **Action 2:** Develop a process for vetting new and existing resources. (May include rubric, pilots, and criteria such as value, connection to curriculum, usability, privacy, annual review of existing resources.)
>
> **Action 3:** Form a cross-functional district team composed of district leaders, key staff such as curriculum specialists and technology integrators, and other subject matter experts to periodically review personalized learning models which focus on student centered learning. Compile the latest research and best practice examples related to the use of learning-enabling technology and technology integration models.

 Goal 2: Develop and implement a PK-12 **student-centered**, **student-driven** learning model.

> **Action 1:** Gather a team to develop an organizational definition of Authentic Personalized Learning which reflects 21st century skills while emphasizing the importance of student-centered and student-driven activities.
>
> **Action 2:** Staff and students will use technology to communicate, collaborate, and think critically and creatively for demonstration of applied learning through student-centered, student-driven activities.

Goal 3: Teachers will develop the skills necessary to leverage digital instruction and assessment practices that ensure deeper, personalized learning.

Action 1: Map the district's set of 21st Century/**SEL Skills** with curriculum and instruction and highlight interdisciplinary connections between subject areas to allow for more project-based learning.

Action 2: Highlight the experiences (successes and failures) of pioneers, learning from the latter, and celebrating successes.

Action 3: Gather information related to current instructional practices and pedagogies through conversations with teachers and administrators. Identify gaps between the pedagogies that are currently used and those that could be used to support deep, collaborative learning. Identify leaders within the district, training materials, and/or professional development providers that can bridge any gaps in skills for teachers as they transition from current to envisioned practice.

Action 4: Deploy a digital portfolio model that allows students to demonstrate mastery of standards and competencies through curating their work.

Gear 2: Use of Space and Time

The Pelham School District is committed to competency-based learning that allows for flexible pacing and environments that support personalized learning.

Goal 1: Create inspiring common learning areas where students can collaborate with peers and teachers.

Action 1: Work with students to help design, identify the locations, collaborate with the design and determine how these spaces can be used.
Action 2: Rethink learning spaces including furniture that promotes and provides varied opportunities for learning encourages a more personalized learning environment.

Goal 2: Provide a variety of educational opportunities that allow students to learn in different ways and times (i.e. In class, online only, blended, Independent study) that fit their individual needs and fully embrace flexible, anywhere, anytime learning.

Action 1: Form a cross-functional Committee to identify what other types of opportunities we can offer students to provide anywhere, anytime learning.

Action 2: Collect data from all stakeholders, including students, parents and teachers to determine what opportunities they believe are missing and would benefit our students to be college and career ready.

Action 3: Identify the tools and resources that will optimize 24/7 access to learning opportunities.

Action 4: Find your expert, early adopters among administrators, students, and staff and provide the necessary professional learning opportunities to prepare them to pilot these formats.

Action 5: Utilize pilot teachers to assist in creating and implementing these pilots in other areas of the district as needed.

Goal 3: To create a competency-based learning environment where students engage in deeper learning activities through a series of authentic, cross-curricular, project-based learning experiences.

Action 1: Review New Hampshire state competencies and determine if they match the vision of the Pelham School District. Make necessary adjustments or additions to address all curriculum areas **including social emotional learning.**

Action 2: Assess existing or newly developed competencies using the NH Competency Validation Rubric.

Action 3: Determine how the competencies are assessed over the K-12 career and develop rubrics to assess all curriculum areas

Action 4: Work in vertical teams to integrate competencies into the curriculum.

Action 5: Create a communication plan to inform and educate staff, students and parents on what competency-based education is and why it is beneficial and a more accurate picture of student learning.

Gear 3: Technology and Infrastructure

The Pelham School District is committed to providing a robust and unified network infrastructure, including hardware and software, as well as a responsive support system that enables an environment which ensures availability and uptime of devices for staff and students to support the educational environment.

Goal 1: To design a pro-active support model that prioritizes training and provides on demand support.

> **Action 1:** Identify the type and range of systemic support and capacity building needed by users (i.e., students, staff, parents) based on the district vision for digital learning. Consider the technical support, instructional support, and productivity support for users.

> **Action 2:** Create a web site that enables educators and students to access support on-demand. This web site will include FAQ's, videos and commonly used digital tools and resources. It will comprise both technical help as well as support for tools used in the classroom.

> **Action 3:** Develop a student tech team at the high school to support students and staff.

> **Action 4:** Hold summer sessions for students and their parents to acquaint them with the 1:1 initiative and our district goals.

Goal 2: Provide a diverse array of devices and software to students and staff that support powerful digital learning anytime and anywhere.

> **Action 1:** Conduct pilots to inform the final decision before a large-scale deployment of devices. These pilots will inform the final decision. Survey parents students and staff who are participating.

> **Action 2:** Review education publications for successful approaches to device

procurement and deployment, looking for models that seem like a good fit for the district.

Action 3: Establish a scorecard for successful investment in devices and other technologies prior to implementation. Identify the expected learning outcomes and the metrics by which data on the results will be collected, analyzed, and reported.

Action 4: Survey teachers before, during, and after the deployment. Understand where they are in the process and where they want to go. What are their concerns, fears, and potential roadblocks?

Goal 3: Establish upgrade and replacement cycles, as well as providing solutions to support and manage, for back end network infrastructure as well as front end user devices.

Action 1: Establish a topology for the WLAN that positions Wireless Access Points (WAPs) to provide sufficient access without oversaturating areas.

Action 2: Stay current with the E-Rate program requirements and opportunities. Work with local service providers as the district takes every opportunity to leverage E-Rate funding.

Action 3: Reduce hardware maintenance and operation by outsourcing storage (when appropriate) and streamlining updates and image deployment.

Action 4: Find a mobile device management (MDM) system that supports multiple platforms, and multiple operating systems (OS).

Gear 4: Data and Privacy

The Pelham School District is committed to providing systems that collect and protect data that drives instruction and supports personalized learning.

Goal 1: To facilitate data-driven decision making, the district will utilize technology systems that provide data analytics.

Action 1: Examine the NHDOE's Performance Plus system along with other existing student data systems to streamline the examination of data for existing educational processes and decision-making. (Example: RTI)

Action 2: Evaluate existing formative and summative classroom data tools and consider the interoperability of these data collection tools with other classroom systems as well as the ability to help drive personalized instruction.

Goal 2: To ensure sound data privacy and security policies, procedures, and practices are in place at the district, school, classroom, and student levels.

Action 1: Convene a district committee with broad representation to develop a plan for data security and privacy. Utilize the 10 Student Data Principles from COSN to guide data use and policies as well as the COSN Trusted Learning Environment Seal (TLE) guidelines.

Action 2: Write policies and procedures to guide students, staff, parents, and community to ensure safety, privacy, and security. (The policy should clearly and transparently specify the security protections that the district has in place, as well as the processes that should be followed should a breach occur. The district policies should also be specific about when parent notification is required for storage and usage of student data, and describe parents' rights with respect to student data.)

Action 3: Launch a communication plan once a data policy is in place, and the communiqués and guidelines for various groups. Regular communication with all stakeholders is essential to ensuring that the policies and guidelines are implemented as intended.

Action 4: Review all contracts and agreements carefully for existing outside vendors for data or learning management systems to insure consistency with the district's data

privacy and security expectations or state laws.

Action 5: Apply for the "Trusted Learning Environment" Seal from CoSN to demonstrate our commitment to the security of our student data.

Gear 5: Community Partnerships

The Pelham School District is committed to fostering local and global community connections through digital learning environments. Engagement with the community will aid in the advancement of <u>student and school learning</u> goals.

Goal 1: Provide and create digital resources for teachers and students to connect with and learn from local and global communities.

Action 1: Conduct a needs assessment and create focus groups with school staff and parents to determine what the district's needs are that could be addressed through community partnerships.

Action 2: Gather information from school administrators, counselors, and other staff members on existing programs.

Action 3: Explore connections within the curriculum for students to learn about local and global cultures.

Action 4: Create an online web site for documenting the digital communication tools and resources available to students, staff, and the community, both inside and outside of district facilities.

Action 5: Emphasize the importance of digital citizenship competencies, including online safety and security, with all instructional staff. Provide consistent definitions for all staff, as well as documentation of the alignment of digital citizenship competencies with existing standards.

Action 6: Develop a plan that builds upon the district's technology policies to include processes that involve stakeholders in determining appropriate technology access

policies for various student groups.

Goal 2: Communicate and promote the implementation of the Connect2 initiative to students, parents, and community members.

> **Action 1:** Invest in community partnerships by providing regular training for school staff in developing, organizing, and participating in school-community partnerships.
>
> **Action 2:** Work with newly established community partners to identify where community resources and public meeting spaces are located and where pivotal community leaders operate. Create an interactive map that includes the community information along with locations of school buildings and resources.
>
> **Action 3:** Conduct outreach into the community to establish a clear plan for providing Internet access for parents in central locations where community members congregate, as well as training for parents who may need assistance.
>
> **Action 4:** Establish the process and expectation that every school in the district carries the district brand and logo for 21st Century digital learning - in addition to any local school insignias - on all internal and external communications.

 Goal 3: Communicate and promote the implementation of the SEL initiative to students, parents, and community members.

Action 1: Provide parent education on the social-emotional learning framework and strategies that they can implement within the community.

 Gear 6: Personalized Professional Learning

The Pelham School District is committed to providing coordinated, quality, and diverse personalized professional learning based on diverse sources of

data that supports the development of 21st century skills, effective teaching strategies and shared ownership and responsibility for professional learning.

Goal 1: Create a research-based professional development plan to transform instructional approaches in our classrooms.

Action 1: Incorporate the SAMR model into the professional learning system in order to encourage and provide a framework for the enhanced use of college and career ready tools and practices in the classroom.

Action 2: Provide targeted, immersive learning opportunities on tools and strategies for instruction and classroom management in a 1:1 learning environment.

Action 3: Provide Professional development to all staff on social emotional learning framework and universal interventions that can be implemented in the regular education classrooms.

Goal 2: Identify and engage in individual and collaborative professional learning, with adequate time for deep and meaningful professional learning both inside and outside of contract hours.

Action 1: Identify barriers and methods to build professional learning time into the master schedule, giving educators the opportunity to work individually or collaboratively based on their needs.

Action 2: Develop opportunities and provide adequate time for educators to observe and collaborate with peers both inside and outside of district, during the school day.

Action 3: Meet with and/or survey representative teams of teachers and leaders from across the district in the spring to plan the following year of professional learning opportunities. Aggregate results across schools and the district to inform planning for professional learning.

Action 4: Provide instructional support and coaching through a dedicated Instructional Coach/Technology Integrator in each school.
Action 5: Provide ongoing coaching to all school personnel on evidence-based practices to promote social emotional competencies.

Action 6: Create a professional learning network for teachers to access, share and learn collaboratively.

Gear 7: Budget and Resources

The Pelham School District is committed to providing the resources and processes necessary, utilizing existing equipment and planning for additional resources to transform the education of our students to a technology-rich experience that supports personalized learning.

Goal 1: Develop a short-term and long-term strategic plan to procure necessary resources for a 1:1 environment.

> **Action 1:** Identify cost-savings efficiencies for the FY17 budget process.
>
> **Action 2:** Facilitate the digital conversion of educational resources to maximize learning opportunities as well as cost-saving approaches.
>
> **Action 3:** Create a long-term budget proposal that includes review and replacement for 1:1.
>
> **Action 4:** Map current funding structures to new and existing technology-enabled resources armed with prioritized examples and vetted strategies.
>
> **Action 5:** Collect case studies and sample metrics on Learning Return on Investment (L-ROI) specific to digital learning and 21st Century skill development. Meet with budget development teams from other districts who have successfully embedded L-ROI metrics into their continuous improvement planning and budget review process.

Goal 2: Create a financial plan to support and maintain the infrastructure necessary to support the level of technology use within the district.

> **Action 1:** Map current funding structures to new and existing technology resources armed with prioritized examples and vetted strategies.

Action 2: The Budget Development Plan should define and defend specific policies, implementation strategies, accountability metrics and timelines that will support a more efficient planning process across multiple budgets. Embed TCO (Total Cost of Ownership) in the budgetary planning process to more clearly define the digital learning expenditures across the district.

Action 3: Determine and reevaluate the appropriate staffing to support both the curriculum and the technical requirements of the district.

Gear 8: Collaborative Leadership

Through a shared vision, the leadership will foster a culture of collaboration and innovation and establish policies and procedures that continuously move the district forward in achieving our goal to inspire success one mind at a time.

Goal 1: Establish a clear Communication plan to ensure district staff and the community are well informed of the vision and changes to the educational program in the Pelham School District.

Action 1: Identify strategies and actions that are consistent with the district's vision, areas of need, and desired results. Use the vision as the basis for all district planning, including the strategic plan.

Action 2: Develop a communications plan, the outline of a plan could include, but is not limited to, the Statement of Overarching Strategic Digital Learning Vision, Suggested Communication Goal, and Objectives.
•develop key messages related to specific purposes and audiences
•establish systems for sharing the vision with new staff as part of the onboarding process
•incorporate the communication of the vision for into all district leadership goal setting sessions
•identify technology tools (e.g., websites, social media, local television)
•create appropriate messages for each medium
•enlist the support of community leaders.

Goal 2: Create a supportive culture that encourages innovation and risk-taking, collaboration and empowerment of leaders, teachers and students.

Action 1: Encourage the leadership team to use a collaborative supervision model with teachers which focuses on formative assessment with the goal of every teacher attaining proficiency.

Action 2: Using the research-base and district needs assessments, develop a plan for ongoing professional development for all current and new employees so that the digital vision is highlighted and sustained.

Action 3: Investigate the root cause of some of the barriers to change to assist in pathways to implementation as District leaders move to establish transformative policies.

Goal 3: Develop structures and procedures to encourage collaboration and capacity-building among stakeholders.

Action 1: Utilize our numerous sources of student and teacher data and establish an evaluation system to measure our achievement toward college and career readiness progress.

Action 2: Develop a logic model that identifies the long-term, intermediate, and short-term outcomes the district expects to attain through digital learning. Develop the metrics for assessing these outcomes and then fund and implement a system for measuring the progress of all outcomes as well as indicators of success.