

Pelham School District

Future Ready Technology Plan
July 2019-June 2022



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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 comprised of 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.

In June of 2018 we took the District Leadership survey again and we spent the 2018-2019 school year planning for the next three year plan. In the spring of 2019 we delivered a survey to staff centered around personalized learning. The results are included in the addendum. Not everything was accomplished in the first three years so there are goals that were left in the new plan as well as new goals based on staff and student needs.

District Vision for Digital Learning:

The Pelham School District is committed to inspiring success by providing personalized, flexible, student-centered learning.





Gear 1: Curriculum, Instruction, and Assessment

The Pelham School District will establish a common framework, complete with universal language to communicate the availability of resources and exemplars that will assist in the facilitation of authentic personalized learning through curriculum, instruction, and assessment.

Goal 1: Locate and modify if necessary a PK-12 student-centered, student-driven learning framework

Action 1: Develop an organizational definition of authentic personalized learning.

Action 2: Define components of the framework.

Action 3: Identify 3-4 focal components that will drive curriculum instruction and assessment for the subsequent school year.

Goal 2: Develop and curate on an ongoing basis an easily accessible repository for digital tools to facilitate curriculum instruction and assessment

Action 1: Identify resources to facilitate curriculum instruction and assessment that will foster an authentic and personalized learning environment.

Action 2: Determine a central location with ready access to digital tools for both educators and students.

Action 3: Vet digital tools to accommodate for accessibility, ease of use and implementation, data and privacy, grade level, and content utilization possibilities.

Goal 3: Developing, reviewing and identifying exemplars of authentic, personalized learning in building, cross building, from the community and globally

Action 1: Determine a central location with ready access to exemplars that highlight authentic, personalized learning.

Action 2: By analyzing exemplars, teachers will develop skills to leverage digital tools to facilitate personalized and authentic learning.

Action 3: In analyzing exemplars, teachers will use data analytics for both formative and summative assessment.



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 and flexible timing where students can collaborate with peers, teachers, and community members.

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 promote and provide varied opportunities for learning and encourage a more personalized learning environment.

Action 3: Consider the time that we're allowing students to collaborate with peers and teachers and what methods are they using for collaboration. When can they use the inspiring common areas?

Action 4: Work with teachers to create more personalized learning opportunities within the classroom and curriculum.

Goal 2: Provide a variety of educational opportunities that allow students to learn in different ways and times (i.e. In class, online, 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: 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 4: 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, personalized learning experiences.

Action 1: Review current 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: Determine how the competencies are assessed over the K-12 career and develop rubrics to assess all curriculum areas.

Action 3: Work in vertical teams to integrate competencies into the curriculum.

Action 4: 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 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: Continue to develop the helpdesk website as a means to enable educators and students to access support on-demand. This website will include FAQ's, videos and commonly used digital tools and resources. It will primarily comprise technical help.

Action 2: Hold sessions for students and their parents to acquaint them with the 1:1 initiative and our district goals.

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

Action 1: Continue to hone deployment strategies to students focused on ease of distribution and collection at the end of the year.

Action 2: Create a rubric to prioritize the qualities/features of the devices purchased that are appropriate for differing grade levels based upon both student parent and staff feedback.

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

Action 1: Develop a proactive plan to insure users are receiving the needed bandwidth and access through the wireless network.

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: Implement mobile device management (MDM) systems that support 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: Continue to Implement the Powerschool Analytics solution to streamline the examination of data for existing educational processes and decision-making.

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 that sound data privacy and security policies, procedures, and practices are in place at the district, school, classroom, and student levels.

Action 1: Evaluate existing policies and procedures to guide students, staff, parents, and community to ensure safety, privacy, and security.

Action 2: Launch a communication plan once data policy EHAB and the Data Governance plan is adopted, including training and guidelines for the various stakeholder groups. Regular communication with all stakeholders is essential to ensuring that the policies and guidelines are implemented as intended.

Action 3: Join the NH Student Data Privacy Consortium to review all outside vendors that use PII (Personally Identifiable Information) to insure consistency with the district's data privacy and security expectations and/or state and federal laws.

Action 4: Create a check-list for annual internal audits.

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 student and school learning goals.

Goal 1: Provide the digital citizenship skills for students to become responsible participants in their communities.

Action 1: Define roles and responsibilities within the district for who is responsible for teaching and reinforcing digital citizenship skills.

Action 2: Share out a common language and curriculum for teaching digital citizenship vertically.

Action 3: Create an online website for documenting the digital communication tools and resources available to students, staff, and the community, both inside and outside of district facilities.

Action 4: Include processes that involve stakeholders in determining appropriate technology access for various student groups and in student friendly language.

Goal 2: Actively involve the community in achieving learning goals with the school as a central hub for activity.

Action 1: Assemble or utilize a community resource guide for the district to identify local experts and cultural resources that are available to school staff, students, and parents.

Action 2: Extend learning into community centers, libraries, businesses, higher education institutions, museums, and other public spaces.

Action 3: Bring relevance to curricula through partnerships that take the shape of apprenticeships, community service, and the use of community-based experts and resources.

Action 4: Implement coordinated activities such as exhibitions and celebrations of student work in public venues.

Goal 3: The schools will build the capacity of students to recognize and value diversity, enabling them to participate successfully in community partnerships online and face-to-face.

Action 1: Provide professional development for staff on tools that will connect students to national and global communities.

Action 2: Work with staff to identify and develop the communication skills that students will need to work with others in a variety of capacities.

Action 3: A district team should collaborate with school teams and community leaders to assemble a history of the community focusing on local culture, and a global awareness.



Gear 6: Personalized Professional Learning

The Pelham School District is committed to providing 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: Provide professional development to all staff on personalized learning strategies in order to foster a common understanding and common language.

Action 2: Provide targeted, immersive, job embedded opportunities on tools and strategies for instruction and classroom management.

Action 3: Develop opportunities and provide adequate time for educators and administration to observe, provide feedback and collaborate with peers. (Instructional Rounds)

Action 4: Encourage the development of strategies through Innovation Learning Proposals and engaging teachers in the design process.

Goal 2: Change the culture of professional learning within the district to a more personalized learning model.

Action 1: Train administrators in blended and personalized learning strategies to model to their staff.

Action 2: Incorporate choice and options into district provided professional learning to meet all learners' needs. i.e. Professional Development day with three options of workshops based on educators' self-selected needs.

Action 3: Seek pre (formative) and post feedback for district professional learning opportunities. Data should inform future professional development options.

Action 4: Designate one full day each year for all staff to experience and define Personalized Learning strategies in an Edcamp style.



Gear 7: Budget and Resources

The Pelham School District is committed to providing the resources and processes necessary 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: Create a long-term budget proposal that includes review and replacement for 1:1.

Action 2: Collect case studies and sample metrics on Learning Return on Investment (L-ROI) specific to digital learning and 21st Century skills 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: 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 2: On a yearly basis, 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: 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 Goals, and Objectives.

- develop key messages related to specific purposes and audiences
- establish systems for sharing the vision with new staff as part of the on-boarding 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: Using the Future Ready district needs assessments and Onpoint Survey from Education elements, 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.