

SBSD Technology Plan, 2012-2015 Adopted June, 2012

Note: Text highlighted below specifically addresses the USAC requirements.

- **Yellow** = Goals and Strategy to Improve Student Learning
- **Green** = Professional Development
- **Blue** = Assessment of Resources to Improve Education
- **Lavender** = Evaluation Process

Goal 1: Student-centered learning: The SBSB will use Information Technology to maximize meaningful and authentic student-centered and collaborative learning.

Action Step	Description	Staffing	Infrastructure	Budget	PD	Y1/Y2/Y3	Data Collection
1	Provide as much access to appropriate learning devices and software to students and teachers as possible, with a goal of moving to 1:1 computing at least for grades 5 - 12.	<ul style="list-style-type: none"> • IT staff to spec, purchase, maintain 1:1 devices, network services, and software 	Network Print and file servers Internet bandwidth Software licenses Virtualization	See District Budget Analysis	IT staff will attend courses and workshops if needed	Y1 - Y3	<ul style="list-style-type: none"> • Inventory report re distribution of 1:1 devices and software • Maintenance log to track repairs, etc.
2	Provide ongoing and frequent professional development and support for teachers and staff to enable them to maximize student-centered and collaborative learning in their classrooms that incorporate best practices (such as Project-Based Learning, Differentiated Instruction, Flipped Learning) and demonstrates in their transformation of learning according to the SAMR (Substitution/Augmentation Modification/Redefinition)	<ul style="list-style-type: none"> • ITE • LMIS • Teachers • CAS • Director of Learning • Outside resource people 	Online learning resources	ITE staff & LMIS Workshop and conference \$ Online learning resources Outside resource people	ITE staff and LMIS attend Vermont Fest, Dynamic Landscapes, ISTE, etc.	Y1 - Y3	<ul style="list-style-type: none"> • Workshop/course enrollment • Certificates of attendance • Examples of student projects that implement ideas from PD

3	<p>Establish an updated set of "K-12 Grade Expectations" for technology integration that delineate which grade level teachers are responsible for helping students master which technology skills. These GE's should be linked with project examples in the "database" in Action Step 4 (below)--the skills should be taught as part of a learning activity, not in isolation.</p>	<ul style="list-style-type: none"> ● ITE ● LMIS ● Teachers 		<ul style="list-style-type: none"> ● ITE & LMIS staff time 		Y1 - Y3	<ul style="list-style-type: none"> ● The updated Grade Expectations exist. ● Teachers are using the GE's to guide their integration of technology. ● Administrators and CAS use the GE's in their supervision and evaluation of teachers.
4	<p>Develop and provide access to an online "database" of resources to support teachers in the transformation of their teaching (e.g., articles about PBL, DI, Flipped Classrooms; project plans; rubrics; examples of student work; online texts; etc.).</p>	<ul style="list-style-type: none"> ● ITE ● LMIS ● Teachers 	Google Apps and/or web site	ITE staff & LMIS Library subscriptions Digital texts	Teach staff how to access and use the resources	Y1 - Y3	<ul style="list-style-type: none"> ● Inventory of available resources in a variety of formats.
5	<p>Develop and implement an assessment plan to monitor our progress towards implementing meaningful and authentic student-centered and collaborative learning</p>	<ul style="list-style-type: none"> ● ITE ● LMIS ● Teachers 		<ul style="list-style-type: none"> ● ITE staff & LMIS ● Student time 	Work with UVM, St. Mike's, and/or Champlain College to develop assessment tools	Y1 - Y3	<ul style="list-style-type: none"> ● Results of the assessment(s) ● Common Core assessments
6	<p>All teachers incorporate technology integration in their goal development process.</p>	<ul style="list-style-type: none"> ● Teachers ● CAS ● Administrators 			Administrator and CAS PD re SAMR, best practices, evaluation, etc.	Y1-Y3	<ul style="list-style-type: none"> ● Administrators and CAS use the GE's in their supervision and evaluation of teachers.

Indicators of Success for this Goal: All students and teachers seamlessly utilize best practices (such as PBL, DI, inquiry-based learning, inverted learning, etc.) and technology to effectively support learning across the curriculum by consistently integrating a variety of technologies and technology-infused techniques into classroom curriculum. Classroom activities and culminating projects exhibit compelling evidence of effective use of technological tools and instructional methods. All teachers and students master real-world applications of technology and 21st century skills by selecting and appropriately using technological tools. Students are able to explain approaches to problem-solving, reflect on learning processes and transfer skills and knowledge across disciplines.

Goal 2: Leadership in a student-centered environment

The District fosters the development of teacher and student leaders for student-centered learning through technology.

Action Step	Description	Staffing	Infrastructure	Budget	PD	Y1/Y2/Y3	Data Collection
1	Provide coaching, mentoring, evaluation, and support for teachers and administrators, by students, teachers, administrators, and outside experts.	Tech Integration specialists · Administrators - Teachers - Students	Portable computing device for each teacher	Fed Title II Funds and Staff Contract Funds	· Attend VTFest, ISTE, Dynamic Landscapes, other educational technology conferences Peer Coaching	Y1-Y3	<ul style="list-style-type: none"> ● Number of PD opportunities and participants ● Teacher focus group ● Workshop Survey/Evaluations
2	Provide adequate time, resources, and opportunities for differentiated professional development.	Tech Integration specialists · Administrators · Teachers	Portable computing device for each teacher	Fed Title II Funds and Staff Contract Funds	Workshops, conferences, articles to learn about best practices in professional development.	Y1-Y3	<ul style="list-style-type: none"> ● Teacher focus group ● Number of PD opportunities and participants
3	Foster collaborative working relationships between IT, ITE, faculty, and administrators.	Tech Integration specialists · Administrators · Teachers	Portable computing device for each teacher Online Collaborative Tools	Fed Title II Funds and District Conference Funds	Team building activities. Workshops, conferences, articles to learn about best practices in collaboration.	Y1-Y3	<ul style="list-style-type: none"> ● Number of workshops and attendees ● The District holds an annual South Burlington technology retreat.

4	Administrators collaborate to develop the District's strategy for using technology to transform teaching and learning.	Central Office Admins Principals CAS	None	\$4,500	ITE	Y1 - Y3	<ul style="list-style-type: none"> ● Each teacher develops an annual goal that incorporates IT. ● TLCs and other professional development activities align with the District's strategy. ● Administrators annually review the District Technology Plan and identify accomplishments and areas for additional growth.
5	Teachers and administrators assess the teachers' implementation of technology integration in accordance with the SAMR model and provide professional development opportunities to help them make annual progress.	Principals CAS Teachers	None	\$3,000	ITE TLC's, workshops, staff and administrative meetings	Y1 - Y3	<ul style="list-style-type: none"> ● All teachers complete annual SAMR self-assessment ● Principals/CAS review the teachers' progress on the SAMR model during their annual review.

Indicators of Success for this Goal: We will see teacher and student leaders engaged in peer coaching. IT, ITE, faculty, and administrators meet regularly to collaborate. The District uses the SAMR model to annually assess teacher progress on achieving District expectations. District annually reviews the District technology plan progress and uses the outcomes or data to drive professional development and related initiatives.

Goal 3: Flexible Learning Environments: Provide robust educational opportunities for students, including access to multiple forms of learning resources and the development of more individualized opportunities on a 24/7 basis

Action Step	Description	Staffing	Infrastructure	Budget	PD	Y1/Y2/Y3	Data Collection
1	Develop formal partnerships with other school districts that will enable us to increase student access to online learning and courses	Additional teachers to offer online courses and mentors to help students in online learning environments.	Video-conferencing equipment, more bandwidth	Shared expenses across districts	<ul style="list-style-type: none"> ● VT VLC ● LNV ● Training for students and instructors 	Y1-Y3	<ul style="list-style-type: none"> ● Number of partnerships with other schools ● Number of students participating in online courses

2	Annually review the telecommunication services, hardware, software, and other services available for student and teacher use and identify opportunities to improve the resources available to support student learning.	<ul style="list-style-type: none"> IT ITE Teachers 		Time	None needed	Y1-Y3	<ul style="list-style-type: none"> Inventory of technology tools available for student and teacher use
3	Explore, analyze, and if possible implement low-cost, sustainable technology systems to support student learning (e.g., virtualization, centrally managed desktops, BYOD).	Current IT Staff	Powerful Server(s), licensing costs, Possible Storage Servers	Estimate of at least \$100,000 initial start up cost	If pilot successful, some training would be needed for staff to under the differences vs regular computing use.	Y2-Y3	<ul style="list-style-type: none"> Server core purchased and implemented. Teachers successfully using virtual devices in classrooms with little to no difference in standard computers.
4	Provide a robust Learning Management System for teacher and student use.	Teachers, peer teachers, integration specialists.	Robust Internet connection for Cloud based LMS	\$5,000 for first year and then \$8,000/year Maximum going forward (based on \$.30 students/per month)	ITE staff to train teachers on new LMS Peer Coaching	Y1-Y3	<ul style="list-style-type: none"> Identify and purchase a new LMS
5	Provide high-speed wired and wireless access to District network resources and the Internet.	Current IT Staff	Expand Aruba Wireless in the Grade Schools	\$46,000	None needed	Y1	<ul style="list-style-type: none"> Current WAP's replaced, and schools using the wireless gear with minimal issues.

Indicators of Success for this Goal: More teachers receive professional development regarding online teaching, and there are more teachers offering online courses. There are more students taking part in online learning opportunities. Teachers, students, and parents routinely use the District's LMS.

Goal 4: Engage parents, community and businesses as partners

Action Step	Action Steps	Staffing	Infrastructure	Budget	PD	Y1/Y2/Y3	Data Collection
1	Host learning opportunities for parents on use of 1:1 computing, social media, flipped classrooms, filtering the Internet at home, access to LMS and other topics.	Assigned staff member(s)	Evening access to presentation technology and online platforms	\$5000	Consultants, workshops, webinars, conferences	Y1-Y3	<ul style="list-style-type: none"> ● Surveys to parents for feedback and ideas ● # of parents who attend 1:1 informational sessions
2	Communicate with parents, community members, and businesses through the use of the District's LMS, blogs, social media, speaking engagements, newspaper articles, and community events (like SB TED) at the school.	Assigned staff member(s)	Access to the District Learning Management System	\$5,000	Workshops, meetings, events, and social media	Y1-Y3	<ul style="list-style-type: none"> ● Surveys to community for feedback and ideas ● Monitor utilization of District online communication systems ● Monitor parent utilization of LMS
3	Market District programs to parents, community, and businesses	Assigned staff member(s)	None needed	\$5,000 for hiring a marketing consultant	Workshops, digital communications, and meetings	Y1-Y3	<ul style="list-style-type: none"> ● Examples of student and teacher projects ● Online analytics

Indicators of Success for this Goal: Parents, community members, and businesses are informed about school programs and student learning opportunities. There is an increase in the interaction between parents, community members, businesses, and school staff.

Evaluation Process

At least once a year the district technology committee(s) (currently the Infrastructure Committee and the 21st Century Teaching and Learning Committee), in conjunction with the IT and ITE departments and district administrators, will review the data collected for each of the action steps listed above and any other relevant data, including such things as new technologies and services, to assess progress toward attaining the goals above. In addition, the District will assess progress by comparing the current state of technology integration and use with the "Indicators of Success" listed for each goal.

After such review, the District will make any adjustments to the action plans needed or desired in order to ensure that the goals are attained in a way that maximizes student learning.