

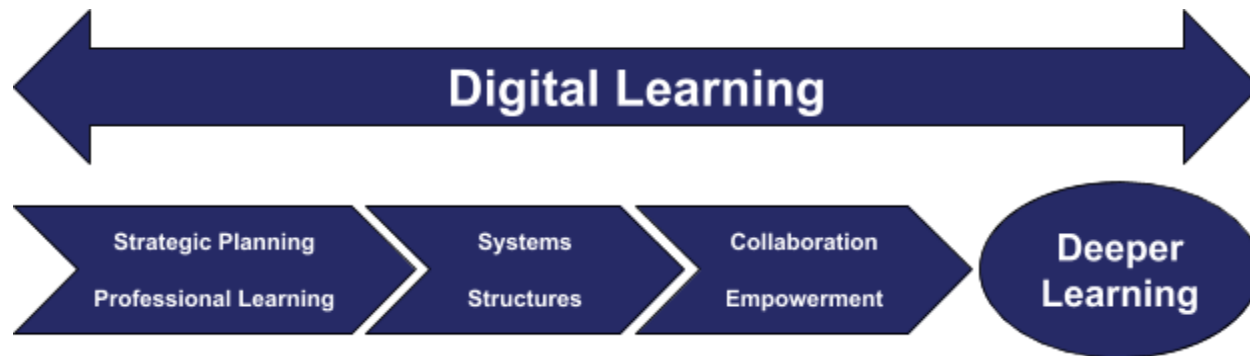


Barrington Public Schools

Instructional Excellence  
Empowered by Technology

# Technology Plan 2018-2023

Leveraging technology to achieve deeper learning



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# Introduction

Entering the 2018-2019 school year, we are at full implementation of the district's 1:1 program. Each student in grades 6-12 receives a school issued Chromebook to use in school as well as at home. Students in grades 4 and 5 have classrooms equipped with dedicated carts of Chromebooks for each student to utilize in school. Each of the K-3 schools has 4 dedicated carts of Chromebooks as well as a number of iPads available for student use in school. Through the leveraging of the statewide Wireless Classroom Initiative (WCI) all classrooms and instructional support areas are equipped with wireless network access. Continuation of support for the district 1:1 program and wireless network access is paramount for us moving forward. This plan is based on these elements being in place and will be our top priorities.

With the district 1:1 program and our wireless connectivity in place we have utilized the Future Ready framework to shape our planning for the next 5 years. This research-based framework focuses on 7 areas called gears, as well as leadership.



- Curriculum, Instruction, and Assessment
- Use of Space and Time
- Robust Infrastructure
- Data and Privacy
- Community Partnerships
- Personalized Professional Learning
- Budget and Resources
- Collaborative Leadership

Our process followed a very measured approach to planning.

1. Take the Future Ready pledge
2. Complete District Self Assessment
3. Technology Planning Committee based on a cross section of buildings and departments
4. Issuing the Future Ready surveys to stakeholder groups
5. Reviewing research linked to the future ready gears and elements of the gears
6. Creation of gap reports through the Future Ready dashboard
7. Creation of “What do we know” documents based on research and gap reports
8. Goal creation based on documents created and gap reports
9. Creation of action steps and measures for our goals
10. Goal and Measurement alignment to district Strategic Plan
11. Draft plan creation
12. Feedback on draft plan
13. Plan finalization

Through our planning process we have narrowed the gears down to 5 areas to focus on. These areas are Infrastructure, Data, Teaching and Learning, Professional Learning, and Community. Each of these areas has multiple goals. There are multiple action steps and measures associated with each goal as well as alignment to the district strategic plan. This plan places a large emphasis on teaching and learning as well as the infrastructure necessary for success.

# Vision for Digital Learning

BPS will focus on systems and structures to allow for collaboration and empowerment of teachers and students, guided by our commitment to Professional Learning Communities, unique strategies for professional learning, and strategic planning to thoughtfully support student acquisition of deeper learning competencies.



## 1. Curriculum, Instruction, and Assessment

Curriculum, instruction, and assessment practices will leverage the full range of technology and digital resources to ensure students are immersed in rich, authentic, relevant learning experiences that enable 21st Century Skills/Deeper Learning across the disciplines. BPS is poised to fully embed these practices district wide as we continue with our work toward technology integration, and transition to deeper learning.

### Elements of this Gear:

- 21st Century Skills/Deeper Learning
- Personalized Learning
- Collaborative, Relevant, and Applied Learning
- Leveraging Technology
- Assessment—Analytics Inform Instruction

## 2. Use of Time and Space

As the district commits to an increased focus on inquiry and problem based learning we will actively engage in the necessary research and collaboration for flexible learning spaces and opportunities to support 21st century teaching and learning.

### Elements of this Gear:

- Flexible Learning; Anytime, Anywhere
- New Pedagogy, Schedules, and Learning Environments for Personalized Learning
- Competency-Based Learning (proficiency)

Strategies for Providing Extended Time for Projects and Collaboration

### **3. Technology, Networks, and Hardware**

The infrastructure for digital learning will provide equitable access to technology for all students and teachers, eliminating the digital divide.

#### **Elements of this Gear:**

Adequacy of Devices; Quality and Availability  
Robust Network Infrastructure  
Adequate and Responsive Support  
Formal Cycle for Review and Replacement

### **4. Data and Privacy**

BPS is committed to ensuring digital literacy, cyber-safety, and data privacy while supporting effective decision making through the responsible use of student data.

#### **Elements of this Gear:**

Data and Data Systems  
Data Policies, Procedures, and Practices  
Data-Informed Decision Making  
Data Literate Education Professionals

### **5. Community Partnerships**

BPS believes that technology allows students to experience critical thinking, creativity, collaboration and communication with their teachers and peers both locally and globally to expand and support partnerships.

#### **Elements of this Gear:**

Local Community Engagement and Outreach  
Global and Cultural Awareness  
Digital Learning Environments as Connectors to Local/Global Communities  
Parental Communication and Engagement  
District Brand

## **6. Professional Learning**

BPS believes that we must create a cost effective, active, and personalized learning environment with and for teachers that redefines professional growth for this millennium to transform teaching and learning. Responding to the needs of educators answers the needs of students.

### **Elements of this Gear:**

Shared Ownership and Responsibility for Professional Growth

21st Century Skill Set

Diverse Opportunities for Professional Learning Through Technology

Broad-Based, Participatory Evaluation

## **7. Budget and Resources**

BPS commits to a comprehensive plan to support digital learning by efficiently and effectively utilizing fiscally responsible digital learning tools that are aligned to teaching and learning goals.

### **Elements of this Gear:**

Efficiency and Cost Savings

Alignment to District and School Plans

Consistent Funding Streams

Learning Return on Investment

## **8. Across the Gears: Collaborative Leadership**

BPS is committed to implement a Research and Development think tank for innovation comprised of teachers, students, administrators, and community members to support the district's move toward deeper learning, problem based learning, technology integration and innovative practices. This will provide opportunities for interdepartmental, district-wide collaboration on implementing innovative strategies.

### **Elements of this Gear:**

A Shared, Forward-Thinking Vision for Digital Learning

A Culture of Collaboration, Innovation, Capacity Building, and Empowerment

High Expectations for Evidence-Based Transformations to Digital Learning

Transformative, Coherent Thinking, Planning, Policies, and Implementation

# Infrastructure

<b>Goal 1 - Equitable Access - Ensure all students and educators have access to technology essential for innovative teaching and learning</b>		
<b>Action Steps</b>	<b>Strategic Plan Alignment</b>	<b>Measures</b>
Provide every student and educator with at least one Internet accessible device and appropriate software and resources for research, communication, content creation, and collaboration for use in and out of school.	<b>Efficient Systems and Resources:</b> Manage and transparently communicate our efficient and effective use of resources	Annual review report including 1:1 program and refresh of selected staff devices.
Evaluate current LMS (Learning Management System) and plan for acquisition and implementation if determined necessary to support teaching and learning.	<b>Efficient Systems and Resources:</b> Develop metric-based systems for program and services evaluation. <b>Family and Community Engagement:</b> Improve feedback from teachers on student progress	Enhanced progress reporting through the LMS resulting in increased parent satisfaction with feedback type and frequency.
Provide students and educators with a minimum of 1GB bandwidth access to the Internet and adequate wireless connectivity.	<b>Efficient Systems and Resources:</b> Manage and transparently communicate our efficient and effective use of resources	Internet provider contract.
See 1:1 and Technology Capital Plan	<b>Efficient Systems and Resources:</b> Manage and transparently communicate our efficient and effective use of resources	Refresh to wireless infrastructure established through the Wireless Classroom Initiative is completed by established deadlines.



<b>Goal 2 - Responsive Support: Ensure comprehensive support to grow and sustain the effective use of technology for teaching and learning</b>		
<b>Action Steps</b>	<b>Strategic Plan Alignment</b>	<b>Measures</b>
Evaluate current levels of human capital available for support.	<b>Efficient Systems and Resources:</b> Develop metric-based systems for program and services evaluation	Number of support tickets completed.
Continue to develop student led technology support for both faculty/staff and students.	<b>Efficient Systems and Resources:</b> Evaluate and improve existing policies, internal processes, and ad-hoc committees for decision-making	Student participation in and Internship credits issued through STAT program.
Develop and implement a comprehensive web based support platform that facilitates ongoing IT support as well as effective integration of technology.	<b>Efficient Systems and Resources:</b> Develop metric-based systems for program and services evaluation	Support folders and files developed. Website traffic statistics.
Continue to provide job embedded professional learning for the purpose of enhancing instruction and learning through the use digital tools.	<b>Efficient Systems and Resources:</b> Evaluate cost/benefit of employee absences for professional development. <b>Collaborative Culture:</b> Provide timely, meaningful and specific professional development	Use walkthrough tool aligned to Deeper Learning and 4Cs.

**Goal 3 - Sustainable resources and funding: Ensure access to resources and implementation of policies that provide equitable and innovative teaching and learning with technology.**

<b>Action Steps</b>	<b>Strategic Plan Alignment</b>	<b>Measures</b>
Continue to evaluate and identify effective solutions that maximize the ability to support equitable access and innovative teaching and learning with technology.	<b>Efficient Systems and Resources:</b> Provide innovative, flexible learning environment	Allocation of annual capital funds to support infrastructure and device purchases.
Budgets for technology-enabled learning tools and resources are addressed in short and long-term fiscal plans.	<b>Efficient Systems and Resources:</b> Manage and transparently communicate our efficient and effective use of resources	Allocation of annual operating funds to software, systems, and supplies.
Funding sources are identified in the District's annual operating and capital budget requests with minimal reliance on grants or other temporary sources.	<b>Efficient Systems and Resources:</b> Manage and transparently communicate our efficient and effective use of resources	
Funding for digital learning is integrated across multiple budget areas where appropriate.	<b>Efficient Systems and Resources:</b> Manage and transparently communicate our efficient and effective use of resources	

# Data

<b>Goal 1 - Privacy and Protection: Ensure effective privacy, data management, and Internet Filtering policies and practices protect all students and educators, while allowing access to high quality resources and tools</b>		
<b>Action Steps</b>	<b>Strategic Plan Alignment</b>	<b>Measures</b>
Continue to implement systems to protect and monitor the privacy of students and staff according to District Data Privacy Policy.	<p><b>Efficient Systems and Resources:</b> Evaluate and improve existing policies and internal procedures</p> <p><b>Efficient Systems and Resources:</b> Establish baseline and improve metrics to be developed</p>	Annual review of District Data Privacy Policy.
Continue to protect the safety of students in accordance with the Internet Filtering Policy.	<p><b>Efficient Systems and Resources:</b> Evaluate and improve existing policies and internal procedures</p> <p><b>Efficient Systems and Resources:</b> Establish baseline and improve metrics to be developed</p>	Annual Review of Internet Filtering Policy.
Educate students and staff on responsible use through Common Sense Media Program.	<p><b>Efficient Systems and Resources:</b> Evaluate and improve existing policies and internal procedures</p> <p><b>Efficient Systems and Resources:</b> Establish baseline and improve metrics to be developed</p>	Annual recognition as a Common Sense Media District.

**Goal 2 - Data and Data Systems: Ensure data systems provide the structures to make informed instructional decisions and promote gap closure.**

<b>Action Steps</b>	<b>Strategic Plan Alignment</b>	<b>Measures</b>
Survey staff to identify current strengths and areas for growth related to data (e.g., what, how, and when data are collected, data accessibility, and ease of use of the data systems).	<p><b>Collaborative Culture:</b> Engage teachers for voice and feedback</p> <p><b>Collaborative Culture:</b> Increase employee engagement</p>	Staff survey data.
Establish an integrated system of data structures (e.g., data warehouses, data dashboards, data analytics, on-demand reports, etc.) that is readily available, easily comprehensible, that includes longitudinal and up-to-date student information.	<p><b>Efficient Systems and Resources:</b> Evaluate and improve existing policies and internal procedures</p> <p><b>Efficient Systems and Resources:</b> Establish baseline and improve metrics to be developed</p>	Student achievement and gap closure data from state and local assessments contained within the SIS.
Integration of interoperability, data standards in Student Information System and systems supporting teaching and learning.	<p><b>Efficient Systems and Resources:</b> Evaluate and improve existing policies and internal procedures</p>	Participation in and report from state EdFi technical advisory group.

# Teaching and Learning

<p><b>Goal 1 - Curriculum: Ensure that curriculum provides opportunities for deeper learning and experiential learning to provide all students with opportunities to practice, understand, and master communication, collaboration, creativity, critical thinking, content knowledge, and learning how to learn competencies.</b></p>		
Action Steps	Strategic Plan Alignment	Measures
<p>Map Social Emotional Learning Goals to provide the greatest number of students with opportunities to practice, understand and master digital citizenship</p> <ul style="list-style-type: none"> <li>● Safe and responsible digital footprint (online safety)</li> <li>● Healthy (screen time, balance, etc.) and effective participants in a digital/social networking/world</li> <li>● Practice and hone the 4Cs</li> </ul>	<p><b>Social-Emotional Well Being:</b> Evaluate our program and systems to be conducive to student needs.</p> <p><b>Social-Emotional Well Being:</b> Increase results on measures of social-emotional learning.</p>	<p>Create a map of social-emotional goals</p>
<p>Review and revise curriculum to include deeper learning, experiential learning, computational thinking, and digital and media literacy opportunities</p> <ul style="list-style-type: none"> <li>● Enrich and support teaching and learning with technology using the principles of Universal Design for Learning (UDL)</li> <li>● Integrate the 4 Pillars of a Graduate and pathways</li> <li>● Provide opportunities for students to engage in design thinking,</li> </ul>	<p><b>Student Success:</b> Enhance and grow student centered learning and citizenship in an environment that champions project based and deeper learning and provides opportunities for all learners. Increase and diversify learning opportunities.</p> <p><b>Student Success:</b> Increase student application of learning.</p>	<p>Revise curriculum guides.</p>

<p>computational thinking, and creative processes</p>		
<p>Continue to support the development and acquisition of creative, appropriate, and higher-order digital learning skills throughout curriculum and instruction</p> <ul style="list-style-type: none"> <li>● Explicit instruction in learning how to learn as defined through the deeper learning competencies (Metacognition, perseverance, etc.)</li> <li>● Explicit instruction in the habits of mind as they relate to digital learning</li> <li>● Create a scope and sequence of guaranteed learning opportunities, experiences, and practice that students will have utilizing digital tools and skills</li> </ul>	<p><b>Student Success:</b> Enhance and grow student centered learning and citizenship in an environment that champions project based and deeper learning and provides opportunities for all learners.</p> <p><b>Student Success:</b> Increase student application of learning.</p>	<p>Digital literacy curriculum.</p>

**Goal 2 - Instruction: Ensure that instruction provides opportunities for deeper learning and experiential learning to provide all students with opportunities to practice, understand, and master communication, collaboration, creativity, critical thinking, content knowledge, and learning how to learn competencies.**

Action Steps	Strategic Plan Alignment	Measures
Identify which teachers are using innovative teaching practices to facilitate deeper learning and experiential learning.	<p><b>Student Success:</b> Enhance and grow student centered learning and citizenship in an environment that champions project based and deeper learning and provides opportunities for all learners.</p> <p><b>Student Success:</b> Increase student application of learning.</p>	Deeper Learning Walk Tool.
Map innovative teaching and learning in individual schools to develop a strategy to provide the greatest number of students with access to innovative learning.	<p><b>Student Success:</b> Enhance and grow student centered learning and citizenship in an environment that champions project based and deeper learning and provides opportunities for all learners.</p> <p><b>Student Success:</b> Increase student application of learning.</p>	PK-12 map of guaranteed deeper learning opportunities.
Support the use of Universal Design for Learning (UDL), allowing teachers to leverage technology to engage and reach all learners.	<p><b>Student Success:</b> Enhance and grow student centered learning and citizenship in an environment that champions project based and deeper learning and provides opportunities for all learners.</p> <p><b>Student Success:</b> Increase student application of learning.)</p>	Universal Design walk through data.
Continue to evaluate digital curriculum offerings and/or develop Barrington’s own (e.g. math, world language, science K-8, social studies 6-8)	<p><b>Social-Emotional Well Being:</b> Evaluate our program and systems to be conducive to student needs. <b>Efficient Systems and Resources:</b> Establish baseline and improve metrics to be developed.</p>	Evaluation of digital curriculum.

**Goal 3 - Assessment: Ensure that assessments provide recursive feedback on deeper learning and experiential learning to provide all students with opportunities to practice, understand, and master communication, collaboration, creativity, critical thinking, content knowledge, and learning how to learn competencies.**

Action Steps	Strategic Plan Alignment	Measures
<p>Evaluate the use of Student e-portfolios: Categorize these as authentic assessments that are digital, digitized artifacts that teachers evaluate with a rubric demonstrating competency.</p>	<p><b>Student Success:</b> Use timely and balanced data/assessments to provide feedback and inform decisions, while allowing ample opportunities for rich tasks and instruction.</p> <p><b>Efficient Systems and Resources:</b> Establish baseline and improve metrics to be developed.</p>	<p>Evaluation of student e-portfolio.</p>
<p>Provide guaranteed opportunities for authentic assessment, including experiential learning, pathways, senior project, project based learning, performance based assessments, and application of skills to real-world problems.</p>	<p><b>Student Success:</b> Use timely and balanced data/assessments to provide feedback and inform decisions, while allowing ample opportunities for rich tasks and instruction.</p> <p><b>Student Success:</b> Increase student application of learning.</p>	<p>Evaluation of authentic assessment system.</p>
<p>Continue to review and evaluate the use of proficiency based assessments and grading structures.</p>	<p><b>Student Success:</b> Use timely and balanced data/assessments to provide feedback and inform decisions, while allowing ample opportunities for rich tasks and instruction.</p> <p><b>Collaborative Culture:</b> Increase employee satisfaction and voice.</p> <p><b>Family and Community Engagement:</b> Increase parent outreach and satisfaction.</p>	<p>Evaluation of proficiency assessments and grading system.</p>



<p>Analyze and explore models for student-centered learning that allows students to increase their voice, acquire content knowledge and 21st century skills, while applying their learning to authentic experiences and problems and engaging in the reflective learning process.</p>	<p><b>Student Success:</b> Enhance and grow student centered learning and citizenship in an environment that champions project based and deeper learning and provides opportunities for all learners.  <b>Student Success:</b> Increase student application of learning. Increase the number of experiential pathways.</p>	<p>Conduct program evaluation.</p>
<p>Evaluate and implement technology-based assessments that allow for immediate feedback to students and learning analytics dashboards for teachers where they can see the amount of time that each student is spending on a problem, identify what problems a particular student is struggling with; and can see what problems many students are having problems which informs instruction.</p> <ul style="list-style-type: none"> <li>• Learning science research tells us that the immediacy of the feedback for students is motivating for them and encourages them to practice further</li> </ul>	<p><b>Student Success:</b> Use timely and balanced data/assessments to provide feedback and inform decisions, while allowing ample opportunities for rich tasks and instruction.  <b>Student Success:</b> Increase average individual student growth.</p>	<p>Student growth data.</p>

**Goal 4 - Time and Space: Ensure that time and space provide opportunities for deeper learning and experiential learning that provides all students with opportunities to practice, understand, and master communication, collaboration, creativity, critical thinking, content knowledge, and learning how to learn competencies.**

Action Steps	Strategic Plan Alignment	Measures
Continue to analyze the bell schedule at all grade levels to increase opportunities for personalized learning with technology, as well as deeper learning and experiential learning.	<p><b>Efficient Systems and Resources:</b> Provide an innovative, flexible learning environment through strategic use of space and time.</p> <p><b>Efficient Systems and Resources:</b> Establish baseline and improve metrics to be developed.</p>	Conduct program evaluation.
Create and implement an evaluation of how the furniture and layout in classrooms supports the personalized teaching and learning goals.	<p><b>Efficient Systems and Resources:</b> Provide an innovative, flexible learning environment through strategic use of space and time.</p> <p><b>Efficient Systems and Resources:</b> Establish baseline and improve metrics to be developed.</p>	Conduct program evaluation.
Analyze, explore, and evaluate schedule models that include online learning opportunities and hybrid learning structures to increase flexibility in the schedule and opportunities for experiential learning (service learning, internships, work study, mentors).	<p><b>Efficient Systems and Resources:</b> Provide an innovative, flexible learning environment through strategic use of space and time.</p> <p><b>Efficient Systems and Resources:</b> Establish baseline and improve metrics to be developed.</p>	Conduct program evaluation.

# Professional Learning

<b>Goal 1 - Self Assessment and Reflection: Ensure that educators and buildings self-assess and reflect on their capacity as it relates to 21st Century and Deeper Learning Principles which will contribute to increased student learning.</b>		
<b>Action Steps</b>	<b>Strategic Plan Alignment</b>	<b>Measures</b>
Evaluate the current tools that currently exist	<b>Collaborative Culture:</b> Prioritize and connect initiatives to purpose <b>Strategic Plan: Collaborative Culture:</b> Employee Satisfaction Survey	
Identify/develop a metric that educators can use to self assess their understanding of the deeper learning competencies	<b>Collaborative Culture:</b> Prioritize and connect initiatives to purpose	The identification/development of a deeper learning self assessment competency
Review data from survey and make action plans	<b>Collaborative Culture:</b> Prioritize and connect initiatives to purpose	Submittal of action plans based on the data review
Identify/develop a metric that educators can use to program assess understanding of the deeper learning competencies	<b>Collaborative Culture:</b> Prioritize and connect initiatives to purpose	Deeper learning walkthrough tool data

**Goal 2 - Continuous Improvement: Ensure that we have a sustainable culture where adult learners have voice and choice with regards to professional growth and continuous improvement, promotes collective responsibility, and supports alignment of District goals.**

Action Steps	Strategic Plan Alignment	Measures
<p>Communicate and promote that all district PD is available on Frontline to all members of our greater school community if applicable to professional growth, continuous improvement, or supports/aligned to district goals.</p>	<p><b>Collaborative Culture:</b> Prioritize and connect initiatives to purpose, Provide timely, meaningful and specific professional development  <b>Collaborative Culture:</b> Employee Satisfaction Survey</p>	<p>Administration to faculty communication(s) of the promotion of PD available.</p>
<p>Provide time for teachers to access the PD Frontline portal.</p>	<p><b>Collaborative Culture:</b> Prioritize and connect initiatives to purpose, Provide timely, meaningful and specific professional development  <b>Collaborative Culture:</b> Employee Satisfaction Survey</p>	<p>Administration demonstrating they have created time for teachers to access the PD Frontline portal.</p>
<p>Create resources and/or develop formal trainings for teachers to follow in order to submit various professional development opportunities.</p>	<p><b>Collaborative Culture:</b> Prioritize and connect initiatives to purpose, Provide timely, meaningful and specific professional development  <b>Collaborative Culture:</b> Employee Satisfaction Survey</p>	<p>The creation/training of PD access resources.</p>
<p>Develop a system for teachers to invite colleagues to visit their classrooms in order to learn about instruction practices that will increase student growth</p>	<p><b>Collaborative Culture:</b> Prioritize and connect initiatives to purpose, Provide timely, meaningful and specific professional development  <b>Efficient Systems and Resources:</b> Evaluate cost benefit of employee absences for PD  <b>Collaborative Culture:</b> Employee Satisfaction Survey</p>	<p>Each school's plan and system to promote teachers inviting others into their classroom to learning/see instructional practices.</p>

<p>Develop an electronic curation of instructional practices that other members of our school community can reference to use within their own instructional practices.</p>	<p><b>Collaborative Culture:</b> Prioritize and connect initiatives to purpose, Provide timely, meaningful and specific professional development  <b>Collaborative Culture:</b> Employee Satisfaction Survey</p>	<p>Each school's electronic curation of best instructional practices that can be shared throughout the district.</p>
<p>Provide embedded coaching to expand teacher capacity to include technology in teaching and learning for the purpose of deeper learning and experiential learning.</p>	<p><b>Collaborative Culture:</b> Prioritize and connect initiatives to purpose, Provide timely, meaningful and specific professional development  <b>Efficient Systems and Resources:</b> Evaluate cost benefit of employee absences for PD  <b>Collaborative Culture:</b> Employee Satisfaction Survey</p>	<p>Each school will provide an embedded coaching schedule.</p>

**Goal 3 - Instructional practice: Embed new learning and integrate constructive feedback and reflection to support continuous improvement in practice that allows educators to move along a continuum from novice to expert along the Deeper Learning Competencies through application of their professional learning.**

<b>Action Steps</b>	<b>Strategic Plan Alignment</b>	<b>Measures</b>
Provide feedback to teachers related to their competency with the the deeper learning skills	<p><b>Collaborative Culture:</b> Increase honest dialog</p> <p><b>Collaborative Culture:</b> Increased number of employees engaging in PD</p>	Curation of recognition/credits given for those who completed various professional learning opportunity.
Support a schedule that allows teachers to collaborate about their Learning through the Professional Learning Community	<p><b>Efficient Systems and Resources:</b> Evaluate cost benefit of employee absences for PD</p>	Administrators will make available their CPT schedules, (or other opportunities), that allows teachers to collaborate about their learning.
Encourage individuals to share their learning with colleagues as they align to the application of teaching and learning skills aligned to the deeper learning competencies	<p><b>Collaborative Culture:</b> Increase honest dialog</p> <p><b>Collaborative Culture:</b> Employee Satisfaction Survey</p>	

# Community

<b>Goal 1 - Consistent Communication: Ensure consistent application of communication tools across schools for all stakeholders</b>		
<b>Action Steps</b>	<b>Strategic Plan Alignment</b>	<b>Measures</b>
Evaluate and update consistency and deliverables of digital communication systems including websites, blogs, and newsletters for staff, students and parents	<p><b>Family and Community Engagement:</b> Increase meaningful connections, Improve teacher feedback on student progress, Use data and Feedback to make proactive decisions</p> <p><b>Family and Community Engagement:</b> Parent and teacher satisfaction</p>	<p>Longitudinal survey data from website evaluation</p> <p>Staff, student and community feedback</p> <p>Parent and teacher satisfaction surveys</p>
Evaluate and provide consistent, easily accessible, tools for communicating with families.	<p><b>Family and Community Engagement:</b> Increase meaningful connections, Improve teacher feedback on student progress, Use data and Feedback to make proactive decisions</p> <p><b>Family and Community Engagement:</b> Parent and teacher satisfaction surveys</p>	
Build capacity for understanding and utilizing digital collaboration and communication tools.	<p><b>Collaborative Culture:</b> Provide timely and meaningful professional development, Connect initiatives to purpose and why to engage teachers voice and feedback.</p> <p><b>Family and Community Engagement:</b> Parent and teacher satisfaction surveys</p>	

**Goal 2 - Ensure that the Barrington Public Schools story is shared and promoted related to personalized teaching and learning with technology**

Action Steps	Strategic Plan Alignment	Measures
Identify what makes BPS unique (characteristics of BPS) in its approach to technology enhanced teaching and learning	<p><b>Collaborative Culture:</b> Prioritize and connect initiatives to purpose and engage stakeholders</p> <p><b>Collaborative Culture:</b> Employee Satisfaction Survey</p>	Communication Toolkit Development
Develop and differentiate messages for all stakeholders as it relates to technology as a tool in teaching and learning.	<p><b>Family and Community Engagement:</b> Parent satisfaction survey.</p>	



# 1:1 and Technology Capital Plan

Technology Capital Plan											
District 1:1 Implementation											
Yr = Device year in service											
FY19 new purchases based on current enrollment. FY20-beyond new purchases based on NESDEC enrollment projections.											
New Chromebook Purchases											
Grad Yr	FY19	Yr	FY20	Yr	FY21	Yr	FY22	Yr	FY23	Yr	
2019	253	4									
2020	313	3	313	4							
2021	282	2	282	3	282	4					
2022	247	1	248	2	248	3	248	4			<b>FY23</b>
2023	274	3	276	1	276	2	276	3	276	4	Grade 12
2024	259	2	259	3	272	1	272	2	272	3	Grade 11
2025	279	1	279	2	279	3	287	1	287	2	Grade 10
2026	275	4	254	1	254	2	254	3	265	1	Grade 9
2027	275	4	275	1	255	1	255	2	255	3	<b>Grade 8</b>
2028	30	1	275	4	275	2	245	1	245	2	Grade 7
2029	30	2	30	1	275	4	275	3	260	1	Grade 6
2030	30	3	30	2	30	1	275	4	275	4	Grade 5
2031	30	4	30	3	30	2	30	1	275	4	Grade 4
2032			30	4	30	3	30	2	30	1	Grade 3
2033					30	4	30	3	30	2	Grade 2
2034							30	4	30	3	Grade 1
2035									30	4	Grade K
Estimated Devices for Reallocation	300	4	274	4	259	4	279	4	254	4	
4-5 (22 Classrooms - 25 devices each)	550		550		550		550		550		

<b>New Purchases</b>									
<i>BHS/BMS 1to1 Devices *</i>	<b>552</b>	<b>556</b>	<b>553</b>	<b>558</b>	<b>551</b>				
<i>HMS Devices</i>	<b>0</b>	<b>275</b>	<b>0</b>	<b>0</b>	<b>0</b>				
<i>K-3 Chromebooks</i>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>				
	<b>642</b>	<b>921</b>	<b>643</b>	<b>648</b>	<b>641</b>				
<i>* Includes 5%+(-) self insured for out of warranty devices</i>									
<i>K-3 iPads</i>	<b>24</b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>24</b>				
<b>Storage solutions</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>				
<b>Staff / Support Systems</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>				
<b>Server Replacement</b>	<i>Nay-ESX1</i>	<i>BMS-EXS1</i>	<i>Prim-ESX1</i>						
	<i>Sow-ESX1</i>								

# Technology Committee Members

Andrew Anderson	Middle School Principal
Jason Appel	High School Math Teacher
Cherylann Bertoncini	Nayatt Librarian
Alison Burrows	Hampden Meadows Math Specialist
David Burrows	Director of Technology
Anna DaSilva	High School World Language
Mark Davis	Middle School Computer Teacher
Paula Dillon	Assistant Superintendent, Curriculum and Instruction
Wendy Drexler	Community Member
Jamie Greene	Sowams Librarian
Joe Hurley	High School Principal
Nancy Maddocks	Middle School Librarian
Tracy Miller	High School Social Studies Teacher
Marlene Prichard	Middle School Family Consumer Science Teacher
Erin Reilly	Hampden Meadows 5th Grade Teacher
Gino Sanguiliano	Hampden Meadows Assistant Principal
Pat Tolento	Primrose Hill Principal

# Glossary of Terms

**Deeper Learning** - Deeper learning is an umbrella term for the skills and knowledge that students must possess to succeed in 21st century jobs and civic life. At its heart is a set of competencies students must master in order to develop a keen understanding of academic content and apply their knowledge to problems in the classroom and on the job. The deeper learning framework includes six competencies that are essential to prepare students to achieve at high levels: 1-Master core academic content, 2-Think critically and solve complex problems, 3- Work collaboratively, 4-Communicate effectively, 5-Learn how to learn, 6-Develop academic mindsets.

**21st Century Skills** - The Four Cs of 21st century learning are four skills that have been identified by the United States-based Partnership for 21st Century Skills (P21) as the most important skills required for 21st century education: critical thinking, communication, collaboration, and creativity.

**Common Sense Media** - K–12 digital citizenship program that includes comprehensive learning resources for students, teachers, and family members. The program addresses real challenges for teachers and students to help schools navigate cyberbullying, internet safety, and other digital dilemmas.

**Data Interoperability** - ability of different information technology systems and software applications to communicate, exchange data, and use the information that has been exchanged.

**Digital Citizenship** - Understanding the safety concerns, rights and responsibilities necessary to access and participate in online communications or communities.

**District Data Privacy Policy** -

[https://docs.google.com/document/d/1uZJf0-cOcxwqCofjV\\_JLWlajLyx41wKoVpSgYs9wM8Y/edit?usp=sharing](https://docs.google.com/document/d/1uZJf0-cOcxwqCofjV_JLWlajLyx41wKoVpSgYs9wM8Y/edit?usp=sharing)

**District Internet Filtering Policy** - <https://drive.google.com/open?id=1Wc6ZtV7MazMErTGfLZIVyzXGBcdzU95cq2E3ysHbqtM>

**E-portfolio** - collection of electronic evidence assembled and managed by a user, usually on the Web. Such electronic evidence may include input text, electronic files, images, multimedia, blog entries, and hyperlinks.

**Ed-Fi** - data standard that allows educational software systems to connect with each other and seamlessly transfer data.

**LMS (Learning Management System)** - software application for the administration, documentation, tracking, reporting and delivery of educational courses or training programs.

**Professional Learning Community** - group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students.

**Project based learning** - student-centered pedagogy that involves a dynamic classroom approach in which it is believed that students acquire a deeper knowledge through active exploration of real-world challenges and problems.

**SIS (Student Information System)** - software for education establishments to manage student data.

**UDL (Universal Design Learning)** - educational framework based on research in the learning sciences, including cognitive neuroscience, that guides the development of flexible learning environments that can accommodate individual learning differences.