WaylandCohocton Central School District

Final SMART School Investment Plan (SSIP) Overview

Person to contact regarding this plan and submission:

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The estimated number of students and staff that will benefit from this SMART Schools Investment Plan based on cumulative projects submitted to date:

1284 Students, 140 faculty, and 126 Staff

WaylandCohocton's total allocation of SMART School Bond Act Funds:

$1,873,238 million

Budget Suballocations by category submitted with this plan are as follows in the table below:

School Connectivity	$0
Connectivity Projects for Communities	$0
Classroom Technology	$1,256,600(estimate)
PreKindergarten Classrooms	$0
Replace Transportable Classrooms	$0
HighTech Security Features	$0
Unallocated Funds	$1,287,269

Timeline:

- The District developed and the School Board approved a preliminary SMART Schools Investment Plan on February 8, 2016.
- The preliminary SMART Schools Plan (SSIP) was posted on the District Website for at least 30 days beginning February 9, 2016. The District will include an address to which any written comments on the plan should be sent.
- The School Board conducted a public hearing that enabled stakeholders to respond to the preliminary plan at 5:30pm on March 14, 2016. This hearing occurred before the scheduled Board meeting, and adequate notice was given.
- The District prepared a final plan for School Board approval.
- The final proposed plan was submitted to NYSED and posted on the District's website.
- The District will then purchase the items that are approved and submit receipts to the State for reimbursement. This process will continue to allow us to refresh our 1:1 chromebooks based on a replacement schedule until our funds are depleted.

School Connectivity: N/A

Community Connectivity: N/A

Classroom Learning Technology:

1. As a precondition to any purchase of devices using a Smart Schools allocation, a district must increase the number of school buildings that meet or exceed the Federal Communications Commission minimum speed standard of 100 Mbps per 1,000 students. Please describe how your district already meets or is planning to meet this standard within 12 months of plan submission.

The District currently meets this standard, we have 600 Mbps for our students.

2. If the district wishes to have students and staff access the Internet from wireless devices within the school building, or in close proximity to it, it must first ensure that it has a robust WiFi network in place that has sufficient bandwidth to meet user demand. Please describe how you have quantified this demand and how you plan to meet this demand.

The IT staff currently monitors the bandwidth usage by taking random snapshots

of it during the day. The technology staff also conducts periodic upload and download speed tests to ensure the fiber and wireless are performing at their prescribed rates.

3. All New York State Public School districts are required to complete and submit an Instructional Technology Plan survey to the New York State Education Department in compliance with Section 753 of the Education Law and per Part 100.12 of the Commissioner's Regulations. Districts that include educational technology purchases as part of their Smart Schools Investment Plan must have a submitted and approved Instructional Technology Plan survey on file with the New York State Education Department.

The district plan was submitted and the district received email approval on 8/27/2015.

4. Describe the devices you intend to purchase and their compatibility with existing or planned platforms or systems.

Electrical power in each classroom is sufficient to run requested classroom technology equipment. There are sufficient outlets, and devices will not be plugged into extension cords. Wayland-Cohocton CSD will be purchasing 3050 Chromebooks over multiple years which will ensure a replacement plan to continue to maintain our 1:1 digital learning program for our elementary, middle and high schools, and adequately prepare the district for NYS Computer-Based Testing to be taken online. All K-12 students have 1:1 chromebooks which are taken home daily. Expenditures for Classroom Technology are designed to meet the divergent instructional technology needs to enhance teaching and learning of students and staff across all grade levels and content areas. Wayland-Cohocton CSD is a Google Workspace for Education Plus district and students and staff have been using Google Workspace for the past 6 years.

5. Describe how the proposed technology purchases will:

a. enhance differentiated instruction
b. expand student learning inside and outside the classroom
c. benefit students with disabilities and English language learners; and
d. contribute to the reduction of other learning gaps that have been identified in the school district.

The expectation is that districts will place a priority on addressing the needs of students who struggle to succeed in a rigorous curriculum. Responses in this section should specifically address this concern and align with the district's Instructional Technology Plan (in particular Section E, Question 2, and Section E Question 3).

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Google Workspace for Education Plus by its very nature helps with differentiating instruction. Teachers have worked on developing lessons that use the collaborative and assistive features of Google Workspace to ensure all students are learning appropriately to their level. Formative and summative assessment data is used continuously to ensure mastery of learning standards and identify any gaps in student learning. Purchases with the Supplemental Submission of the SMART Bond Act will further our commitment to providing consistency in high quality instruction and learning tools for all students. Google Workspace similarly makes learning inside and outside the classroom more engaging and allowing greater collaboration. Teachers have learned advanced uses of web-based applications and taught each other in many occasions and venues: Google Classroom, Khan Academy, collaborative projects with Google Workspace, STEAM and others. Students, staff, and parents report positive learning enhancements with the 1:1 based on regular surveys.

Regardless of the program or setting, students with disabilities have access to and participate in the general education curriculum. Each child with a disability has an Individualized Education Program (IEP) that identifies annual goals (e.g., academic, language, social/emotional/behavioral, physical, etc.) designed to improve skills. Special education teachers accommodate and/or modify, as appropriate, the content, methodology, or delivery of instruction through Specially Designed Instruction (SDI). SDI is purposefully planned and organized in order to specifically address the student's needs that are outlined in his/her IEP, including the use of assistive technology. Based on recommendations, special education staff support students with disabilities with the utilization of a variety of assistive technology tools that are developed for use with Google Chrome and Google Workspace, as well as other vendors (e.g., Don Johnston, Crick Software) and apps. These include speech to text and text to speech applications, the ability to enlarge print, word prediction support, access to word processing, sound amplification, brailling, speech/communication generating support, and web pages that meet ADA standards. These tools provide our students with the ability to fully participate in classroom learning activities alongside their general education peers. For example, a student that has a learning disability in reading is able to read and comprehend grade level text with the use of a text to speech application. Similarly, a student that has an auditory processing deficit and struggles to attend with background noise is able to participate in a general education classroom with the assistance of sound amplification. Having a chromebook for every student provides access to the aforementioned assistive technology tools. We have found the use of chromebooks to be indispensable with our ELL population. For example, communication with teachers in order to clarify directions, respond to assignments on Google classroom, as well as to review lectures

and classroom assignments. Also extremely valuable has been the school's subscription to visual aids to new concepts through BrainPop and EdPuzzle. Repetitive practice programs such as IXL.com has also helped our ELL population. The SMARTboard has allowed our ELLs with spatial skill challenges to physically manipulate more difficult science and math concepts to understand how such concepts work together (i.e. grouping, organization, graphs, hereditary traits, food web) and Adobe Spark has also enabled great success with student-created visuals to accompany new concepts in science.

6. Where appropriate, briefly describe how the proposed technology purchases will enhance ongoing communication with parents and other stakeholders and help the district facilitate technology based regional partnerships, including distance learning and other efforts.

Google Workspace for Education Plus, ClassDojo, and Parent/Student portal improves ongoing communication and collaboration between all stakeholder groups. Faculty will be able to access their own device anywhere which will allow better home-school communication. Devices we provide can help parents access our Learning Management System to view assignments and grades,content, assessments, presentations, resources and interact with the classroom teacher(s). Students regularly collaborate with each other and with teachers through the use of Google Classroom, Google Workspace documents, presentations and sheets in real time from anyplace, anywhere, anytime. This includes students that are absent. With the requirement to change to remote learning we have incorporated the use of many tools including Google Meets, GoGuardian Teacher and ClassDojo to participate in classroom instruction from home. We have information in the Parent Handbook on Google Workspace and Chromebooks to improve communication. This information will be shared during Open House annually.The Parent/Student Portal within our Student Management System provides parents with regular access to their child's academic progress.

7. Describe the district's plan to provide professional development to ensure that administrators, teachers, and staff can employ the technology purchased to enhance instruction successfully.
(Note: This response should be aligned and expanded upon in accordance with your district's response to Question 1 of F. Professional Development of your Instructional Technology Plan: "Please provide a summary of professional development offered to teachers and staff, for the time period covered by this plan, to support technology to enhance teaching and learning. Please include topics, audience, and method of delivery within your summary)

The Wayland-Cohocton Central School District (WCCS) aligns our District Professional Development Plan (PDP) and our Smart Schools Investment Plan (SSIP) in order to support teacher professional growth and appeal to their

professional interests while also improving student achievement by increasing instructional capacity. WCCS provides quality opportunities for all district professionals to participate in professional development. Objective two of our PDP promotes the development of a learning environment that facilitates the effective use of technology. All action steps and indicators of success are an outgrowth of this objective in order to expand their understanding and use of technology in their curriculum area. Our technology professional development revolves around instructional practice and modifying what we teach with effective instructional technology that moves our teachers further up the SAMR scale. We use the scale as a lens for technology integration and a way to engage students in more active learning, similar to what they encounter in working situations today and in their futures.

- The district employs 3 instructional coaches who host continual inhouse and remote training on a variety of EdTech Tools which teachers incorporate into their curriculum.
- Instructional coaches are available for teacher and/or Team coaching impact cycles by appointment.
- On-Demand recordings for application use have been created in-house which focuses on our specific needs
- Access to trainings offered by our Regional Boces
- Assisting our Primary School with developmentally appropriate technology that enhances, not detracts from, the unique learning needs of our youngest student.
- Ensure equitable access to curriculum, assessment, and instruction with technology and assistive technology for students with disabilities and English language learners (Snap&Read, Co:writer, Google Read and Write).
- Teachers from each building are google educator certified and then turnkey trained for their building/district (2-3 people per/building).
- Superintendent Conference Days
- Frontline Professional Growth
- Faculty Meetings -Building Principals will create technology learning opportunities including teachers and staff.

8. Districts must contact the SUNY/CUNY teacher preparation program that supplies the largest number of teachers to request advice on innovative uses and best practices at the intersection of pedagogy and educational technology.

The district has contacted the SUNY/CUNY teacher preparation program that supplies the largest number of your new teachers to request advice on these issues.
A Forum on Teacher Preparation was held on October 30, 2015 at Monroe #1 BOCES. Valuable information from the forum gave us insight into innovative

uses and best practices for student teachers.

9. Smart Schools Investment Plan that proposes the purchase of technology devices and other hardware must account for nonpublic schools in the district.

There are no nonpublic schools within our District.

10. To ensure the sustainability of technology purchases made with SMART Schools funds, districts must demonstrate a long term plan to maintain and replace technology purchases supported by the SMART Schools Bond Act funds. This sustainability plan shall demonstrate a district's capacity to support recurring costs of use that are ineligible for SMART Schools Bond Act funding such as device maintenance, technical support, Internet and wireless fees, maintenance of hotspots, staff professional development, building maintenance and the replacement of incidental items. Further, such a sustainability plan shall include a long term plan for the replacement of purchased devices and equipment at the end of their useful life with other funding sources.

The district has a sustainability plan as described above.

11. Districts must ensure that devices purchased with SMART Schools Bond Act funds will be distributed, prepared for use, maintained, and supported appropriately. Districts must maintain detailed device inventories in accordance with generally accepted accounting principles.

The district has a distribution and inventory management plan and system in place.

12. If you are submitting an allocation for Classroom Learning Technology complete this table.

	Suballocation
Interactive Whiteboards	$0
Computer Servers	$0
Desktop Computers	$0
Laptop Computers (Chromebooks)	$945,500(estimate)
Tablet Computers	$0
Other Costs	$311,100(estimate)

Totals	$1,256,600(estimate)

Included in **Other Costs** are Chromebook Extended warranties, Google Chrome Management console.

PreKindergarten Classrooms: N/A

Replace/Modernize Transportable Classrooms: N/A

HighTech Security Features: N/A at this time

From the Wayland-Cohocton Technology Plan:

Instructional Technology Goals

- Engagement of students and adults utilizing appropriate technology in their own learning
- Construction of a blended learning model that is developmentally appropriate
- Building of capacity within our faculty and staff to meet the requirements provided in New York State of the Regents Reform initiative
    - Common Core Teaching and Learning Standards implementation
    - Data-Driven Instruction
    - Teacher/Leader Effectiveness
- Incorporate technological resources as a tool to improve current district curriculum

Implementation of 21st Century Skills 4 C's (Communication, Collaboration, Critical Thinking, Creativity)

- Provide and maintain an infrastructure to support current and future technology needs.
- Recognize, support and encourage parent teacher communication with the use of email, our student management system and the district and teacher web page.
- Provide equitable access to instruction, materials and assessments for students with disabilities.

Contact for Comments

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WaylandCohocton Smart School's Technology Plan

Stakeholder Outreach

A. Requirements

- Preliminary Plan with input from all stakeholders approved by BOE and posted on website for 30days
- SMART Investment Plan approved by BOE with open forum advertised, posted on website for 30 days prior to NYSED approval

- Community
  - Community Open Forum
  - BOE Meeting
- Teachers & Staff
  - Email
  - Instructional Learning Committee Meetings
  - Grade Level and Faculty Meetings
- Parents
  - Email
  - Stakeholder Meetings
  - BOE Meeting
- Board of Education
  - Preliminary submitted first to BOE with Public Hearing and vote
- Students
  - Email
  - Stakeholder Meetings