

Future Ready Implementation Plan

STATEMENT OF LEADERSHIP:

A tremendous component of education is providing children with opportunities that allow students to become active responsible citizens of society. As a school district we dedicate a plethora of time towards raising student achievement as well as building character. Children of the 21st Century are required to attain additional skills in order to effectively contribute to society. These skills are centered around technology, digital citizenship, and critical thinking. Our students have immediate resources at their fingertips. These resources have given our students instant pathways to answers, data, and communication. As we progress our students will use these resources as a means to become resourceful. The opportunities outlined in our future ready plan will allow for success with regard to growing 21st century learners who can globally contribute to our world.

BACKGROUND & SPECIFIC LOCAL NEEDS:

Our district has dedicated an abundance of time, training, and funds toward creating 21st learning atmospheres and tools. Things such as STEAM labs in every building 3D printers, flexible seating, and a one to one initiative are just a slice of the instruments and environments implemented to plan, create, build, design, and present.

THEORY OF CHANGE:

We plan to train staff members prior to the use of technology when it is required for maximum student success. Instances where this may be required is when implementation is being done with our youngers students, PreK-2. However, when side by side learning is appropriate and most effective the train the trainer model with student involvement will be explored.

Currently the Little Falls School District is in the early stages of developing a new strategic plan. Encompassed within this district wide plan will be goals and initiatives that are driven from our future ready proposal . A strategic roll out of these programs and actions will be thoroughly thought out and created while taking the following into consideration; budget, time, challenges, and most importantly the needs of our students.

We believe that being future ready will raise student achievement in all curricular areas as well as raise the social and emotional well being of our students.

GEAR 1: Curriculum, Instruction, and Assessment

Vision:

Our vision is to give students the tools necessary to engage in online learning, real world experiences, and 21st century opportunities that our students will acquire the knowledge and skills they need to thrive in a world where change is constant and learning never ceases.

Our vision gives students opportunities to participate in 21st century learning activities. These experiences include online learning, real world experiences, information literacy, inquiry based learning, and the engineer design cycle. It also provides for opportunities of self monitoring as well as self assessment. Our one to one technology initiative is integral for this type of learning environment. It also prepares students for our participatory culture through digital literacy and citizenship. Reflection, critical thinking, and persistence are a major portion of the mindset required for our educational model.

All activities are aligned to the New Jersey Student Learning Standards. Teachers can upload and alter curriculum at any time utilizing the Rubicon Atlas system. Parents can access Rubicon and our curriculum using a direct link from our district website.

The addition of Link It, allows our teachers to analyze important data. This data is used to drive instruction, compare trends, and make important curriculum changes and or additions as needed. All assessments done are used formatively. During Professional Learning Communities teachers alter instruction to meet the needs of all learners.

Gear Leader: N. Dilkes

Mobilization Team Details:

Administration will empower staff with the tools and resources necessary to engage students in 21st Century learning activities and experiences. Teachers will facilitate opportunities for technology based learning with a focus on questioning, collaboration, and creation.

Administration and staff will work closely with our technology team to ensure appropriate resources and tools are working appropriately and effectively.

Personalized Student learning will be promoted through the creation of activities that are designed around interest, learning preferences and styles. Self-directed as well as collaborative work which is done through projects and inquiries is a part our personalized learning model. Appropriate technology will be implemented to assist

students in carrying out these personalized tasks. Student directed parent teacher conferences will be a future consideration.

All staff will be given ongoing professional development as it pertains to Link It and analyzing student performance data. Administrators will attend Professional Learning Community meetings monthly. PLC's will submit weekly minutes which will include reflection, action steps, and future tasks.

To Improve Personalized Learning

Addition of Student led conferences grades 2-8

Goal 1: Learn From Others' Policy Reviews

Goal Level Contact: J. Ewell and N. Dilkes

Assemble multiple, concrete examples of policies that other districts have in place. Consider policies related to curriculum and instruction, access to or credit awarded for professional learning opportunities for staff, grading, and course credit for students. Identify the impact that each of those policies have on equitable and sustained opportunities for personalized learning

Timeline: 2019-2020 School Year-John Ewell, Director of Technology, will meet with other school district Curriculum Coordinators and will report back to Little Falls administration meetings with findings. There will be 7-10 meetings a school year. The impact that the policies will have on equitable and sustained opportunities for personalized learning will be discussed at the meetings.

Budget: \$0

Funding Source: N/A

Liaison Responsibilities: John is a liaison with other area districts. FRS team can investigate other districts. Make connections. Asking - what Prof learning opps do you give teachers online?

To Improve Collaborative, Relevant, Informed Learning

Goal 2: Define Authentic Learning

Suggested Goal Level Contact: N. Dilkes

Identify key components of what is meant by authentic, collaborative work in other districts and in relevant literature. Review current research and best practice related to collaborative teaching methods and identify trends that are consistent with local

priorities. Work towards the development of a local definition. For example, in several of his writings on the topic, author Fred Newman identified three criteria essential in an authentic learning environment:

- meaning and knowledge are created and produced by students
- students use inquiry in the learning process
- students' work has relevance beyond the classroom walls.

2019 Timeline: Curriculum Coordinator to review current research and best practices. Also, identify trends and work towards the development of a local definition. Begin partnerships between classrooms working on authentic learning projects through:

TMI Workshops: Not to exceed \$

Budget: \$400 for membership to <https://iearn.org/collaboration?collaboration>

Funding Source: divide by 3

- 11-190-100-610-CU-S1
- 11-190-100-610-CU-S2
- 11-190-100-610-CU-S3

GEAR 2: Personalized Professional Learning

(All scores of 10; **no goals at this time**)

Vision:

Our vision is to provide a variety of means for personalized professional learning opportunities. These opportunities are identified through data analysis which takes place during, Professional Learning Communities, the district DEAC committee, and school wide SciP committees. These professional development opportunities can take place during the school day, after the school day, via webinars, facetime sessions, Safeschools online, district and/or region-wide.

Through the use of the Danielson Tool teachers participate in post observation dialogues that create professional development opportunities which may include peer to peer observation.

Suggested Gear Leader: N. Dilkes

Mobilization Team Details:

The Director of Curriculum professional development team is made up of representatives from all schools in the district. They employ online survey techniques to allow maximum input from all staff members regarding professional development opportunities offered. Administrators review individual requests for additional professional development.

All professional development is aligned to district, school, and personal professional development plans, (PDP).

Post Observations are to be conducted with the observing administrator and staff member. Professional development and peer observation opportunities will be discussed.

GEAR 3: Budget & Resources

(All scores of 10; **no goals at this time**)

Vision:

Our vision is to support our learning goals and objectives through the budget, while seeking outside resources and aid from our generous Education Foundation, PTA, and other available grants.

Through events and activities that involve students, staff, and community members hands on experiences will be used for fundraising as well as learning opportunities.

Administration will meet twice a month with the Business Administrator to communicate budget needs and or concerns. Collaboratively the team will create and design plans to assist in carrying out initiatives within our budget.

Suggested Gear Leader: C. Delsandro

Mobilization Team Details:

Bi-monthly administrative meetings with the Business Administrator as well as our technology team will take place through the school year. Administrators will be assigned certain tasks within the school and or community to ensure that budget plans are being carried out.

Information, plans, and action will be communicated to staff members by each individual administrator as it pertains to their respective buildings.

Professional Development through TMI Education

Suggested Topics: Strategies to Promote Personalized Learning and Student Choice, Formative Assessment for Student Use, Digital Citizenship, Virtual Tours/Portfolios, and more.

Sessions average \$150 a person. See Attached Example from TMI

Funding Source: Not to exceed \$600

- 11-190-100-580-00-000

GEAR 4: Community Partnerships

Vision:

Our vision is to work collaboratively with the community and caregivers to motivate each student to reach his/her individual potential through meaningful programs, outstanding teaching, and 21st century experiences in order to lead us responsibly into the future. The combination of an interactive website, teacher webpages, parent portal, as well as phone and email notifications help engage parents and the community in frequent interactions about their child's education.

Suggested Gear Leader Contact: T. Marinelli

Mobilization Team Details:

The Superintendent of Schools will work with Administration to make sure that community members are aware of district goals and objectives. Administrators will attend and or participate in community group events, meetings, and activities. The Superintendent of Schools as well as the Administration will make sure that the district understands the use of a reciprocal approach as it pertains to supportive community members. This approach will allow for interactive participation from staff and community members.

To Improve Global & Cultural Awareness

Goal 1: Set the Standard

Suggested Goal Level Contacts: Jill Castaldo, Phil Ligus, Nicole Dilkes

Incorporate linkages to the community in the district mission statement, include blog posts about community activities and events on the district website, and highlight community outreach activities in district newsletters. Districts can begin by emphasizing the importance of community partnerships in all of their communications.

2019 Timeline: Update strategic plan to include a list of community partnerships.

Update mission statement, add importance of community partnerships.

Budget: \$0

Funding Source: N/A

Hornets At Home Group: Contact Lead- Mrs. Castaldo

Group run with families to support problem solving and 21st Century Skills both socially and emotionally.

Let Grow Initiative: Let Grow Play Groups

Budget: \$0 (facility use)

Goal 2: Be A Copycat

Suggested Goal Level Contact: T. Marinelli, Principals

Work with local county offices of education or regional service centers to learn how other districts are leveraging local and global partnerships. District staff might visit other school districts when they have events targeted to building local and global partnerships. Build on these ideas by exploring similar options and opportunities with the district's local community or across communities.

2019 Timeline: Contacted Alma Morel for information. The district will begin to encourage, support and monitor global partnerships, cultural experiences. Little Falls will collaborate with other districts to gather examples of how to implement these partnerships.

Budget: \$0

Funding Source: N/A

GEAR 5: Data & Privacy

(All scores of 10; **no goals at this time**)

Vision:

Our vision is to collect and analyze data in order to celebrate successes and modify curriculum, instruction, and assessment in order to address areas in need of improvement. Data collection and analysis is done horizontally and vertically as part of our school culture in order to drive decisions. All data is collected and disseminated in accordance with local and state laws.

Privacy policies as it pertains to technology and or publicity privacy have been collaboratively created with the Board of Education and are posted on our website for all stakeholders to see.

Suggested Gear Leader: J. Ewell

Mobilization Team Details:

The Board of Education will create and approve all necessary policies as it pertains to privacy.

Administration will educate and promote awareness of policies to staff, students, and parents.

Climate Committees will meet four or more times a year to review safety and privacy issues that may occur. The committee will consist of administration, staff, community members, and parents.

Library Media Specialist will teach students about digital citizenship, ethical behavior online and digital literacy, etc.

IT Staff will configure and maintain content filter and firewall to protect students and staff. AUP and CIPA compliance will be enforced and maintained by IT as well.

All student related data is hosted on a secure server with Realtime, our SIS provider. This data is available online for staff. Personnel data is contained on an on premises server running Systems 3000. Google Classroom is used as an online platform for student assessment.

GEAR 6: Robust Infrastructure

Vision:

Our vision is that proactive collaboration and communication is essential for developing, maintaining, and increasing our infrastructure. In order to provide our staff and students with the hardware, software, and applications needed to succeed in the 21st century, our technology team must always be two steps ahead.

Suggested Gear Leader: J. Ewell

Mobilization Team Details:

IT staff will be responsible for managing the day-to-day utilization of technology throughout the district. It will be ensured that technology and devices are always up-to-date, available and in good working order. Network infrastructure will be maintained and upgraded. IT technicians are on-site at the district. When issues with technology arise, they will be taken care of promptly.

Administration staff/Business office will work with IT staff to ensure that district tech equipment is replaced as needed. A formal cycle for review and replacement of technology equipment has been established.

To Improve Adequate & Responsive Support

Genius Hour - 1x a week grade 2 - instructed by the classroom teacher

A 2 Day Professional Development given by Shana Opdenberg to the entire grade 2 team, spring 2019.

Mrs. Opdenberg will meet with half the teachers on day one and the rest of the team on day two.

Professional Development will include activities, resources, and tools for full implementation of genius hour. Curriculum updates will also be made during the PD.

Budget- \$600, 6 full day subs, 3 on day one 3 on day two

Funding Source: 11-120-100-101-10-00

Goal 1: Community Outreach

Suggested Goal Level Contact: T. Marinelli

Communicate with parents/guardians and the community to ensure systemic support.

Discussions in public forums (school board meetings, town halls) contribute to widespread understanding of what the district is trying to accomplish through its

technology investments. Such transparency greatly contributes to strong community support.

2019 Timeline: Continue to offer parent opportunities to learn about curriculum and technology issues, issues of online safety, social media, info sessions on portal use (RealTime, Atlas). Communicate new strategic plan to community stakeholders.

Budget: \$0

Funding Source: N/A

Goal 2: Seamless Instructional, Technical, and Productivity Support

Suggested Goal Level Contact: T. Walton

Ensure the Information Technology and the Instructional Technology groups work closely with the curriculum group, the staff development group, and the group responsible for digital content, in order to ensure a seamless approach to instructional and technical assistance. Instructional, technical, and productivity support systems are essential components of every learning technology plan. Effective uses of technology and the integration of 21st Century skills into the curriculum often means significant shifts in pedagogy for teachers and other curricular, assessment, and instructional leaders.

To facilitate the collaboration, the plan should include:

- Communication strategies to stay current across groups (e.g., share twitter feeds, meet regularly with the intent of discussing current issues from all perspectives, etc.). Admin meetings, helpdesk.
- Commitment to review cycles of new initiatives in one and all groups that provide opportunities for feedback. Admin meetings.
- A model that visually shows various services to the end user. Use the model to analyze overlap and redundancies.
- A collaboratively created single web presence for user support (instructional, technical, and productivity) that integrates services for the user across groups. Just as educators think STUDENT-Centered, support systems need to think USER-Centered. Update website to include a helpdesk / support area, resources.
- Mapped “glide paths” that educators might travel as they get more technology savvy, as they integrate technology and 21st Century skills into their curriculum, as they develop their own PLNs, etc. Teacher Resources page to be added to website. Includes links to technology for integration into classrooms, training, pd, etc.

- Analysis of those “glide paths” and anticipate the support these educators will need as they “go digital.” For example, perhaps a goal is full integration of technology across the curriculum, supported through 1 to 1. A “glide path” could be anticipated that paces such implementation. Perhaps that starts by forming shared leadership teams across schools in the district based on content focus. These core teams could be just the people to also train technical basics, and productivity basics. After a time, use these cadres as mentors to others. Lead teachers in each curriculum area share with PLNs (personal learning networks) - teachers share tech info.

2019 Timeline: Create teacher resource folder on website, continually updated, include helpdesk link. Document glide path for teachers to get digitally savvy with Chromecast. Also, document how teachers are being trained to use Chromecasts.

Budget: \$0

Funding Source: N/A

GEAR 7: Use of Space & Time

Vision:

Our vision is to engage in creative scheduling opportunities to provide the time and space needed for true personalized learning experiences. Through google classroom and the flipped classroom approach, students have more ownership of their learning, pace, and progress. An addition of maker spaces and steam labs throughout our district allows for students to utilize the design cycle effectively.

Suggested Gear Leader: P. Ligus

Mobilization Team Details:

Through collaborative administrative meetings where district goals and objectives are discussed, Principals will gain a sense of scheduling options as it pertains to 21st Century Learning. Professional Development within the district as well as outside the district may be recommended to assist Principals with the scheduling task.

Principals will create a scheduling committee which will consist of classroom teachers, STEAM teachers, special education teachers and or coordinators as well as elective teachers. The committee will work together to ensure that students are given ample and appropriate time to engage in the design cycle efficiently and effectively.

Administration will work with community organizations as well as independent liaisons to support infrastructure and resource upgrades.

To Improve Flexible Learning Anytime, Anywhere

Goal 1: Do Your Research

Suggested Goal Level Contact: N. Dilkes

Collect information about current teaching and learning practices, including how and where students learn outside of school, methods teachers use for encouraging out-of-school-time learning, and what digital content curation strategies are already in place at the district, school, and even individual teacher levels. Preparing teachers and students to successfully participate in flexible anytime, anywhere learning must begin with current practice in mind. To begin the process of determining how to move toward a more flexible teaching and learning environment, seek out concrete examples from other districts at the local, state, and national level that have fully prepared their teachers and students for flexible, anytime, anywhere learning.

The district does not have the policies, infrastructure, and the digital learning tools and resources in place to fully embrace flexible, anytime, anywhere learning.

2019 Timeline: Reach out to other school districts to obtain examples of how they have prepared their teachers for flexible, anytime, anywhere learning.

Add resources to new teacher area of website: Learning out of classroom tools: Google classroom, Show Me (free app), SeeSaw (free), personal websites with video upload

Budget: \$0

Funding Source: N/A

Goal 2: Through the Looking Glass

Suggested Goal Level Contact: N. Dilkes

Become informed. What does flexible, anytime, anywhere learning look like and what does it take to make it happen? Have a cross-functional team of district stakeholders (e.g., district administrators, principals, curriculum specialists, technology directors, teacher leaders, parents, community partners) collect examples of how 24/7 learning takes place in school settings and in the workplace. Build a collection of successful solutions and models ranging from exploratory pilots to full implementation of flexible, anytime, anywhere learning systems.

2019 Timeline: Create a team tasked with building a collection of solutions on how to implement anytime, anywhere learning at school and at work. Possible purchases include books to help with this topic. Look for opportunities for PD for admin.

Articles to begin research:

<https://www.educationdive.com/news/flex-time-schools-break-out-of-scheduling-ruts-to-improve-learning-for-stu/516878/>

<https://www.gettingsmart.com/2018/08/why-flexible-learning-environments/>

Budget: Not to exceed \$600, possible books, webinar, seminar

Funding Source: 11-190-100-580-00-00

To Improve Strategies for Providing Extended Time for Projects & Collaboration

Goal 3: It's About Time

Suggested Goal Level Contact: P. Ligus

Research how school time is allocated. One helpful representation of school time (cited in the Chalkboard Project's A Review of Research on Extended Time in K-12 Schools) breaks it down as total allocated time, instructional time, engaged time, and academic time; the last being where the learning environment, learner, and readiness align so that learning occurs. Document examples of instructional time, engaged time, and academic time in preparation for a closer analysis of use of time in your district. In addition, investigate how other districts in your area are using instructional, engaged, and academic time.

2019 Timeline: Research and document how school time is currently allocated within the district and in other districts. Break down examples of instructional time, engaged time and academic time.

Budget: \$0

Funding Source: N/A

Begin Research:

<https://www.skyward.com/discover/blog/skyward-blogs/skyward-executive-blog/september-16/flex-mod-scheduling-makes-a-comeback>

<https://www.gettingsmart.com/2017/02/scheduling-for-learning-not-convenience/>

Example School:

<https://www.pulaskischools.org/high/flexmod>

<https://www.americanprogress.org/issues/education-k-12/reports/2017/02/23/426723/reimagining-the-school-day/>

GEAR 8: Collaborative Leadership

Vision:

Our vision of leadership is one of collaboration, community engagement, family involvement, and mutual respect.

Through shared goals, interdependence skills, complementary skills, and accountability genuine communication and participation is present and effective.

Our administration serves as a change agent for district wide reform, they supports leaders at all levels to promote a culture of risk taking, experimenting, and sharing innovative success.

Communication with all stakeholders is disseminated through district and teacher websites, the Little Falls School District App, and virtual newsletters. Situational awareness, collaborative decision making, and community inquiry is transparent and ongoing.

Suggested Gear Leader: T. Marinelli

Mobilization Team Details:

District leaders effectively model the use of technology through active participation during professional development which may include peer to peer observations.

Administration is responsible for portions of the district website as well as overseeing individual teacher websites. Staff is responsible for frequently updating information, ideas, and plans with appropriate stakeholders.

Administrative team creates communication dates and information collaboratively in bi-monthly meetings. Situational communication is shared with the appropriate leaders to ensure its validity as well as to create a plan for its execution.

To Improve A Shared, Forward-Thinking Vision for Digital Learning

Goal 1: Develop a Shared Leadership Vision

Suggested Goal Level Contact: S. Opdenberg & J. Ewell

A District Vision Statement for Digital Learning describes collective values and beliefs for the future of the organization and its stakeholders. Meant to inspire, the vision statement motivates stakeholders by providing a vivid portrayal of the desired future. Its

aspirations should be realistic and clear, linking the present to the future. When creating your vision statement, it is helpful to begin with your responses to the question: “What do we want for our future?” “For all students to...”

2019 Timeline: January 2019, as part of FRS plan.

Budget: \$0

Funding Source: N/A

Creation of Future Ready Schools Vision Task Force:

Tracey Marinelli, Superintendent, tmarinelli@lfschools.org

Jill Castaldo, Principal, Future Ready Schools Vision Task Force Leader,
jcastaldo@lfschools.org

Philip Ligus, Principal, pligus@lfschools.org

Nicole Dilkes, Principal, ndilkes@lfschools.org

Shana Opdenberg, Library Media Specialist, STEAM Teacher, sopdenberg@lfschools.org

John Ewell, Director of Technology, john@nresc.org

Celeste Bonilla, STEAM Teacher, cbonilla@lfschools.org

Future Ready Schools Task Force Vision Statement:

The Little Falls FRS Task Force serves as a liaison between district and school technology initiatives and school based implementation and support.

The goal of the task force is to:

- envision the future of education and technology integration in Little Falls schools and impart that vision to teachers.
- enrich and support teaching and learning while strengthening technology skills.
- seek new and improved technology to more effectively support student achievement.
- communicate opportunities such as webinars, resources and applications.
- cultivate partnerships with other FRS schools.