PROPOSAL PACKET MATERIALS

Proposal Cover Page

Connecticut State Department of Education
District Technology Upgrades to Support Transition to the New Standards
2014 - 15

Applicant: This proposal is submitted on behalf of the following:
Woodbridge School District 40 Beecher Road Woodbridge, CT 06525

Contact Information: Name, title, address, telephone, e-mail
Al Pullo, Director of Business & Operations Woodbridge School District 40 Beecher Road Woodbridge, CT 06525 APullo@woodbridgeps.org

Certification: I hereby certify that the information contained in this proposal is true and accurate to the best of my knowledge and belief and that we will expend our share of project costs as documented herein.
Signature of Superintendent of Schools/Executive Director: Gaeton F. Stella
Name and Title (Typed): Dr. Gaeton Stella, Superintendent of Schools
Date of Board Acceptance: Pending Board Approval

Program Need

Technology Plan: The 2012 - 2015 District Technology plan set into motion a long-term plan to provide point-of-need access to technology and digital resources. After extensive pilot testing, and dramatic improvements in both the productivity and quality of student work, it was decided to implement 1:1 iPads in grades 2-6. The District is now halfway through the plan and has identified target numbers of devices and the infrastructure necessary to support those numbers. The plan includes an estimated 4-year replacement cycle consistent with the district's on-going cycles, so the next year includes both expansion of 1:1 iPads and beginning a replacement cycle.

Prioritized Need for Funds: The needs have been prioritized based on the goal to administer tests in homerooms and to have students proficient in the use of mobile technologies by the time they begin testing in grade 3. An unanticipated increase in the student population by 120 students over projections has expanded the implementation plan to 7 years. In addition, Smarter Balanced changed the specifications for use of the iPads for testing to require external keyboards resulting in an additional $24,000 expense, further delaying our implementation timeline.

Use of Funds: The funds received from this grants will be combined with district operating funds and capital funds for technology to purchase iPads, wired keyboards, cases, and headphones, and to purchase equipment to improve the wireless network to support the increased numbers of mobile devices. This infusion of funds will return the district to its original 6 year plan.

Program Plan

District Plan: The Woodbridge School District is in the fourth year of a seven-year pilot and implementation plan to integrate 1:1 use of iPads into grades 2 to 6 classroom instruction supporting its mission "*to prepare our children to pursue knowledge and learning throughout their lives so they can become responsible, caring and contributing members of an ever-changing and diverse global community*".

The District began with 30 iPads and has gradually increased that number through deliberate designing and testing of the effective models of use that are easily replicated throughout the school. This grant will allow the district to service more students sooner.

Improving Student Achievement: The iPad is a powerful learning tool that provides students with an array of choices and supports that can help them individualize their own learning while promoting independent decision-making. Rather than using the ipad to practice and drill, students across all grade levels benefit from learning multipurpose apps to convey their thinking and learning.

Smarter Balanced Assessments: The deployment of more 1:1 iPads improves the administration of the assessments by shortening the overall testing window, thus reducing the impact on the school schedule and resources. The first year of testing required 4 hours per day for 13 days. Increased deployment of iPads by 2016 will reduce the required time to 90 minutes per day for 7 days significantly minimizing loss of instructional time. This reduces disruption of classes in the technology center and library. Students also experience less stress taking the test in their native homeroom environment.

Technical Support: iPads and the necessary infrastructure are supported by a Technology Team including a technology coordinator, an IT specialist, two educational technology integration specialists, and a library media specialist. The ongoing operational budget of the district provides all necessary funds to maintain all aspects of the plan.

Teaching and Learning

In the pilot stage of this plan, a small group of teachers worked with the technology team to develop resources and create protocols to help with the integration, introduction, and management of the iPads. Core projects and lesson plans were developed and differentiated by age groups. Teachers were invited to both informational and hands-on mini workshops introducing these projects. Finally, pilot classrooms were opened to all faculty to observe actual student work. Grade level teams are currently working collectively to develop projects and lessons aligned to the CCSS and to provide direct classroom support to their colleagues.

The Teachers College Reading Writing Project (Columbia University) is directly aligned to specific parts of the CCSS. Using iPads, each student is an author with the teacher acting as a skilled writing coach. Original art, voice recordings, and video promote creativity while supporting individual learning needs and different learning styles. By creating and publishing eBooks, students see their work as a published piece and there is a noticeable improvement in the content, structure, and mechanics of their work.

iPads have been successfully integrated in the Math Workshop as well. As in many districts, students use technology to practice fact fluency and computational fluency. Our district has placed a high value on the CCSS standards of problem solving and conceptual

understanding in mathematics. Students use a variety of applications to write, record, and break down their problem solving process into discrete steps which the teacher uses to understand and assess student thinking.

iPads have a significant impact on teaching by providing a means for teachers to deliver differentiated materials to students. Teachers use the iPads to create a feedback loop with students by sharing work via email, Google Classroom, or Google Drive. Teacher conferencing with students is always time consuming and often poses a record keeping problem. One particular iPad app, *Confer*, allows teachers to sort notes based on level, teaching points, and next steps as well as tag each conference or small group with the Common Core Standard being addressed in the work.

The CCSS require students to demonstrate a depth of conceptual understanding by applying content knowledge and skills to a variety of learning situations. Further, the standards require that students access technology as a routine part of learning in all curriculum areas. Using iPads, students produce and publish documents, interact and collaborate, communicate using web tools, and evaluate information in multiple formats.

Throughout the CCSS value is placed on the integration of information. Students synthesize information by pulling together all of the parts of their learning into a cohesive whole that they can show/explain. Technology provides students with the resources they need to accomplish this throughout their learning.

Timeline: Plan for Mobile Technology in Woodbridge School District

2011 - 2012 Pilot various uses of iPads (shared iPads on a cart, 1:1 iPads, iPad centers)

2012 - 2013 Pilot 1:1 iPads in selected Grades 2 to 6 classrooms

ED 114 Budget Form

GRANTEE NAME: Woodbridge **TOWN CODE:** 167

GRANT TITLE: District Technology Upgrades to Support Transition to the New Standards

ACCOUNTING CLASSIFICATION: _____ **FUND:** _____ **SPID:** _____ **BUDGET REFERENCE:** _____

PROGRAM: _____ **CHARTFIELD1:** _____ **CHARTFIELD2:** _____

GRANT PERIOD: April 2015 – June 30, 2016 | **AUTHORIZED AMOUNT:**

CODE	DESCRIPTION	CSDE State Funds	Local Funds - Match	Total Budget
340	Other Professional Services	$ 962	$ 2,538	$ 3,500
530	Communication	$	$	$
650	Supplies—Technology Related	$	$	$
734	Technology-Related Hardware	$ 49,362	$ 130,133	$ 179,465
	TOTAL	$ 50,324	$ 132,671	$ 182,995

_____ ORIGINAL REQUEST DATE

_____ REVISED REQUEST DATE

_____ STATE DEPARTMENT OF EDUCATION PROGRAM MANAGER AUTHORIZATION

_____ DATE OF APPROVAL