

**Smart Schools Investment Plan – Classroom Technology
Wheatland-Chili Central School District
October 2017**

The Smart Schools Bond Act of 2014 (SSBA) was passed in the 2014-15 Enacted Budget and approved by New York State voters in a statewide referendum held during the 2014 General Election on Tuesday, November 4, 2014. The Smart Schools Bond Act authorized the issuance of \$2 billion of general obligation bonds to finance improved educational technology and infrastructure to improve learning and opportunity for students throughout the state. The following is Wheatland-Chili Central School District’s plan to use our district allocation in our continuing effort to achieve our school district’s educational mission in support of our values and profile of our graduates.

District Profile:

Number of Students in Grades K- 12: 678

Number of Teachers: 72

Number of Support Staff: 28

Number of Administrators: 6

Number of Technicians/Support Staff: 2

Senior Network Technician, Monroe #1 BOCES Managed Technology Service

Infrastructure Speed: 100 Mbps

Total Allotment from Smart School Bond: \$596,725

Mission

The Wheatland-Chili Central School community is committed to academic excellence which empowers all individuals to become motivated learners and challenges them to excel as citizens in a global society.

Values	Profile of our Graduates
<i>Learning</i> We believe in providing a world class education for each student.	Wheatland-Chili graduates will effectively use a wide array of strategies to solve problems and think critically. They will be able to compete with other high-achieving graduates in the global society.
<i>Character</i> We expect all to model behaviors of respect, responsibility, trustworthiness, fairness, caring, and citizenship	Wheatland-Chili graduates will advocate for themselves and others, and accept responsibility for their own actions. They will demonstrate respect for the opinions and beliefs of all regardless of cultural, political, religious, and gender differences while making a difference for the greater good.
<i>Leadership</i> We believe in developing and retaining strong leaders.	Wheatland-Chili graduates will take the leadership skills they have learned to demonstrate civic responsibility by working collaboratively to enhance their community.
<i>Environment</i> We believe it is necessary to have a clean, safe, and healthy environment.	Wheatland-Chili graduates are mindful of and responsive to the environmental and technological needs of their local and global community. They will strive to enhance the world around them.

Values	Profile of our Graduates
<i>Communication</i> We believe in maintaining open communications with all stakeholders.	Wheatland-Chili graduates will communicate and collaborate effectively as well as consider other views while contributing to the global society.
<i>Community/ Parental involvement</i> We value the importance of collaborative relationships between the school district and the community.	Wheatland-Chili graduates will become responsible, compassionate members of society. They will participate in community service, develop skills of collaboration, and will appreciate diversity.

Preparing our students with skills for success in a 21st Century environment and supporting their development of information, media, and technology skills is infused through the District’s mission, values, and profile for our graduates.

Board of Education Priorities:

The Wheatland-Chili Central School District’s Board of Education has established the following priorities for the 2017-2018 school year, which are dependent on 21st century classroom technology:

1. Support the design and delivery of high quality, individualized **curriculum** that produces clear evidence of learning and the development of 21st Century learning skills (life and career, learning and innovation, and information, media, and technology skills) – ***”Support individualized curriculum and the development of 21st Century learning skills.”***
 - Develop a school environment that uses data to inform discussions and decisions related to classroom instruction and uses progress monitoring tools to refine output to provide meaningful individual student data.
 - Create a curricular program that develops 21st Century Learning Skills for consistent implementation.
 - Develop consistent K-12 progress monitoring processes aligned with the curriculum to monitor and communicate student progress, and support through financial resources.
 - Consistently deliver Project Lead The Way experiences.

2. Support **shared accountability** for student academic and social success, and operational efficiencies, through high expectations for all staff – ***“Improve parent engagement, communication, and customer service.”***
 - Create a school culture that demonstrates a shared commitment from all staff in the belief that every student can learn; that students are encouraged to start, continue, and finish programs, and that indicators of our success are highly visible.
 - Create a school culture where all staff members are focused on customer service.
 - Create a school culture where communication and engagement with families and the general community is regular, productive, and meaningful.
 - Support a shared commitment to high standards of learning through appropriate professional development for all staff.
 - Ensure that individual student needs inform all aspects of schooling and that students have an opportunity for academic goal setting.

- Create a school culture that proactively advocates for children, families, and caregivers, and engages the support of parents.
 - Ensure that all stakeholders are engaged in the District’s mission, vision, and values.
 - Consistently deliver differentiation of instruction to meet the diverse needs of every student, utilizing learning targets and specially designed instruction.
3. Support the development of **college and career readiness skills** – *“Encourage all students to meet college and career readiness expectations.”*
- Support experiences for K-12 students to learn about the world of work, explore career options (yearly college and career day, volunteer, shadowing, internship experiences, etc.), and relate personal skills, aptitudes, and abilities to future career decisions.
 - Ensure effective communication and engagement of every student, staff, and parents in college and career opportunities through various means including course offerings materials.
 - Ensure that students seeking career and technical options outside of the District maintain a strong connection to their Wheatland-Chili experience.
 - Ensure policy alignment to support instructional needs related to instructional technology.
 - Ensure information and instructional technology supports the development of college and career readiness skills.
 - Increase percentage of students who earn the Advanced Designation Regents diploma.
4. Identify, promote, and support **social and emotional development** by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that removes barriers to learning – *“Support students in the development of 21st century and social/emotional learning skills.”*
- Support the creation of a task force for the establishment of a social and emotional learning vision.
 - Ensure that tiered levels of intervention are developed and that professional development is provided to staff to support the social and emotional learning skills of students.
 - Ensure that the District’s Code of Conduct is aligned with the social and emotional learning vision and implemented with fidelity.

Technology Work Group:

The Technology Work Group in the District is comprised of the following individuals:

Superintendent
 Executive Director of Curriculum
 Senior Network Technician
 Teacher Center Director
 Elementary Library Media Specialist
 Middle/High School Library Media Specialist
 Technology Support Assistant
 Communication and Technology Services Supervising Manager, Monroe #2-Orleans BOCES
 Instruction and Technology Services Supervisor, Monroe #1 BOCES

This group meets on a biweekly basis to ensure that technology is supporting the District’s mission and Board priorities, while monitoring the District’s technology and obsolescence

planning. The group also determines what technology solutions best meet the needs of students and staff, and determines areas of need for technological professional development.

Professional Development Plan:

Wheatland-Chili is fortunate to have a Teacher Center within the District, and to have the Teacher Center Director as a functioning member of the Technology Work Group. One of the goals of the teacher center grant is to integrate technology into instructional delivery aligned with the District's technology plan. The following are action items related to this goal:

- Provide teacher training on the use of technology and web and cloud based computing tools such as blogs, wikis, podcasts, Microsoft Office 365, online courses, social media, etc.
- Provide teacher training to integrate technology across the curricula, promoting 21st century skills.
- Provide teacher training on the use of technology devices such as interactive whiteboards, digital projectors/cameras, mobile labs, document cameras and tablets.
- Provide the District stakeholders with digital citizenship training

At Wheatland-Chili, there is a realization that ongoing, job-embedded professional development is essential to support teachers' use of existing and future technology and to adjust pedagogical practices toward a student-centered, individualized learning environment.

Proposed Classroom Technology Purchase

Acquire Learning Technology Equipment
Interactive Board Replacement

Total Estimated Cost: \$330,000

The District infused SmartBoard technology into classrooms in 2007 (3 devices), 2008 (10 devices), 2009 (41 devices), and 2010 (13 devices). Three of the boards have been replaced and the remaining 64 devices have reached their end of life and require replacement. Over the past nine years, teachers have infused this interactive technology into instruction. We have completed a room-by-room assessment of the need for additional interactive boards and are adding two devices to our inventory, bringing our replacement to 66 interactive boards. After researching a variety of options with our teachers, technology support staff, and BOCES partners, we have determined that the Recordex interactive boards will meet the needs of the District, at an approximate cost of \$330,000 (66 boards @ \$5,000).

Submit comments to:

Deborah Leh, Ed.D.
Superintendent
Wheatland-Chili Central School District
13 Beckwith Avenue
Scottsville, NY 14546
Deborah_leh@wheatland.k12.ny.us