

The State of Technology In Irvington:

*Where Are We, What Have We Learned,
Where Are We Headed?*



Board of Education Meeting
May 25, 2021

“Technology will not replace great teachers but technology in the hands of great teachers can be transformational.”

George Couros

Guiding Questions

Where are we?

What have we learned?

Where are we headed?

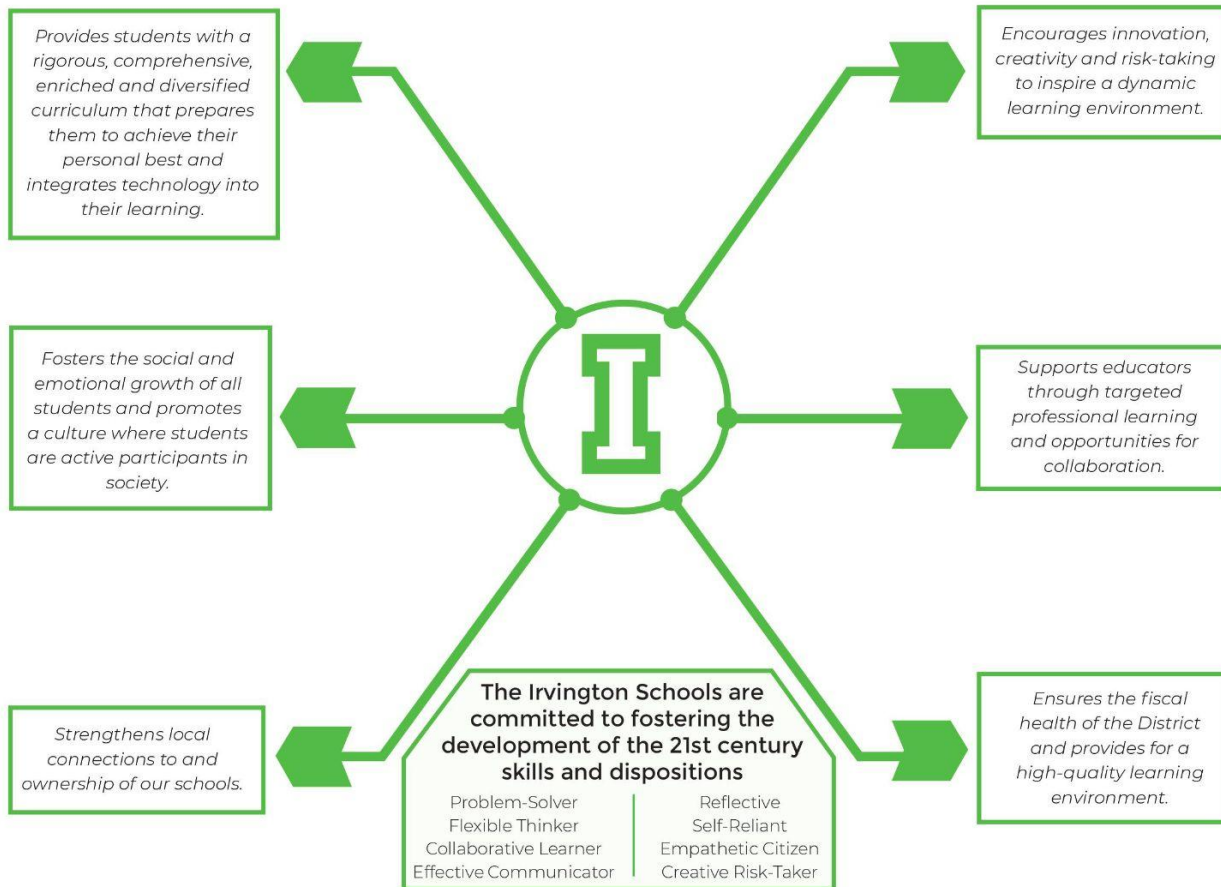


Mission

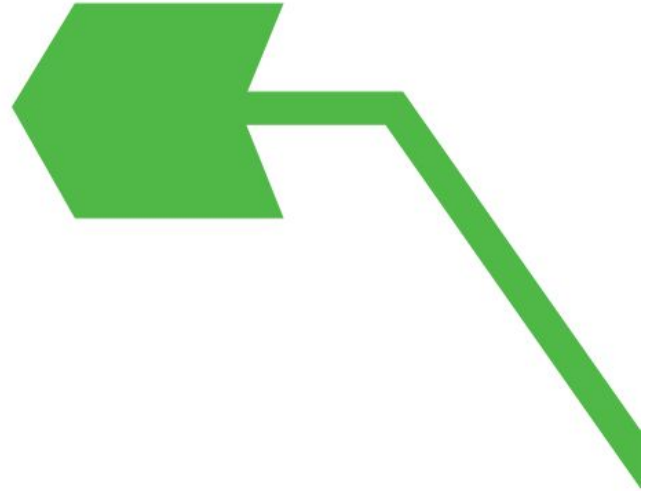
The mission of the Irvington Union Free School District is to create a challenging and supportive learning environment in which each student attains his or her highest potential for academic achievement, critical thinking and lifelong learning. Our schools encourage the discovery and development of students' individual strengths, skills and talents, and foster social and civic responsibility.



The **Irvington Strategic Objectives** serve as a foundation for all aspects of District and Board of Education work. Critical decision making such as budgeting, program development and facility enhancement is aligned with the District Mission and Strategic Objectives. To achieve its mission and vision, and to provide for the future of its students, the Irvington Union Free School District:



Provides students with a rigorous, comprehensive, enriched and diversified curriculum that prepares them to achieve their personal best and integrates technology into their learning.



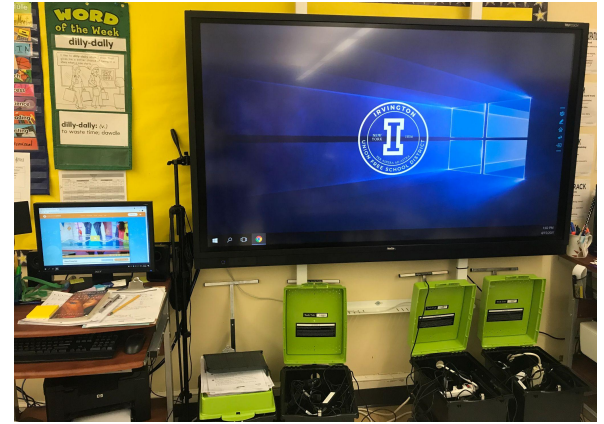
Where are we?

All learners have access to technology in an anytime, anywhere, one-to-one computing environment as appropriate and relevant to instructional goals.

- All students and staff were provided with a device during the COVID quarantine and the return to school, Fall 2020-present.
- Wifi was upgraded District-wide to support increased connectivity across all campuses

Where are we? Classroom Devices

- Interactive Display Boards
 - Newline Boards
 - 28 installed
 - 8-10 year cycle of replacement
 - SMART Boards
 - 99 installed
 - Planned replacement to Newline over 5 years
- Desktops
 - 516 currently in classrooms and offices
 - Older devices will be replaced as needed
 - No increase anticipated for 2021-22
- Document and web cameras in every instructional space
- Speakers in every instructional space, most offices



Where are we? Mobile Devices

- Laptops
 - 55 currently in use in classrooms and offices
 - 35 devices will be added
 - Replacements as needed
- Chromebooks
 - 2,156 devices in use by students and staff
 - Half of these devices may reach end of life by June 2022
- iPads
 - 70 currently in use
 - Replacement as needed based on end of life ~44



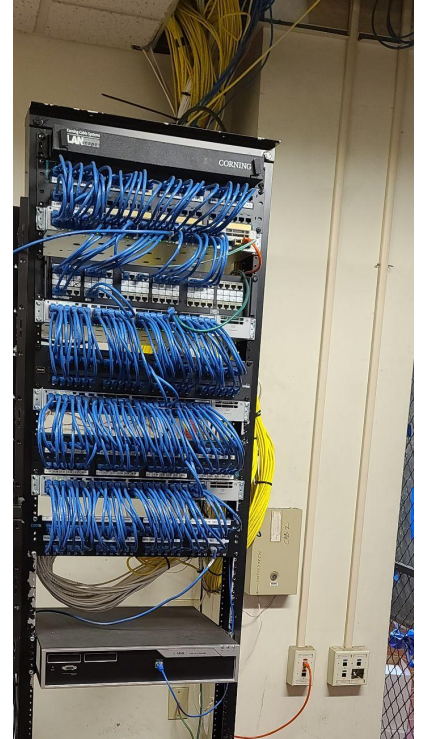
Where are we? Infrastructure

On-site access:

- High-speed internet upgrades through all buildings (1 gig with backup)
- Wireless Access Point installations and upgrades per building
- Switches
 - Life cycle 7 - 10 years
 - 6 to be replaced before the 2021-22 school year
- Servers
 - Life cycle 5 - 7 years
- Phone System/Voice Over IP (VOIP)
 - Upgraded in 2019-20

Off-site access:

- 35 Jet Packs distributed to students and staff
- Commonly used tools are web-based



Where are we? Impact on Teaching and Learning

2016

2021

INFRASTRUCTURE AT SCHOOL REPORT

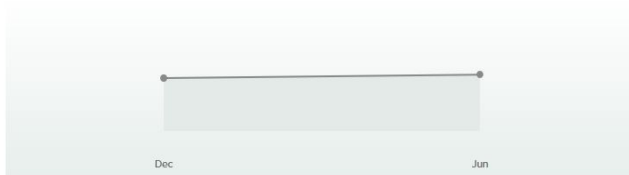
IRVINGTON UNION FREE SCHOOL DISTRICT

CLASSROOM
ACCESS
SKILLS
ENVIRONMENT

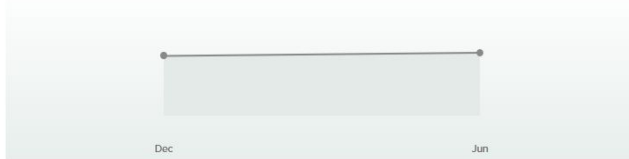
Contributing Factors

The factors that most contribute to the success of your organization include ...

STUDENT TECHNOLOGY
ACCESS AT SCHOOL
PROFICIENT



TEACHER TECHNOLOGY
ACCESS AT SCHOOL
PROFICIENT



INFRASTRUCTURE AT SCHOOL REPORT

IRVINGTON UNION FREE SCHOOL DISTRICT

CLASSROOM
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Contributing Factors

The factors that most contribute to the success of your organization include ...

STUDENT TECHNOLOGY
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ADVANCED



TEACHER TECHNOLOGY
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ADVANCED



Where are we? Instructional Resources

All learners will have access to technology that allows for consumption and interaction with a variety of information and multimedia.

- Since July 2020, all software used in the learning environment is approved for use under NYS Education Law 2D.
- Resources are vetted by the Data Privacy Officer and are unblocked based on certain criterion that are met.

Resources provided have led to increased opportunities for learning both in and out of the classroom.

Approved Technology List

Application Name	Version	All of Rights	Approved	Download	Policy	Status	Priority Score	Added	Approved For
iFLUENT	1.0	View	View	View	View	View	View	2/21/2021	All
iFLUENT 2.0	2.0	View	View	View	View	View	View	3/10/2021	All
iFLUENT 3.0	3.0	View	View	View	View	View	View	3/10/2021	All
iFLUENT 4.0	4.0	View	View	View	View	View	View	7/16/2022	All
iFLUENT 5.0	5.0	View	View	View	View	View	View	7/16/2022	All
iFLUENT 6.0	6.0	View	View	View	View	View	View	7/16/2022	All
iFLUENT 7.0	7.0	View	View	View	View	View	View	7/16/2022	All
iFLUENT 8.0	8.0	View	View	View	View	View	View	7/16/2022	All
iFLUENT 9.0	9.0	View	View	View	View	View	View	7/16/2022	All
iFLUENT 10.0	10.0	View	View	View	View	View	View	7/16/2022	All

What have we learned? Irvington Middle School

Achievements:

- 1:1 technology allows us to engage in practices that enhance the learning experience, including:
 - Interactive environments (Nearpod/Peardeck)
 - Collaboration
 - Feedback in real-time
 - Assessment opportunities to collect data
 - Review in a self-paced environment



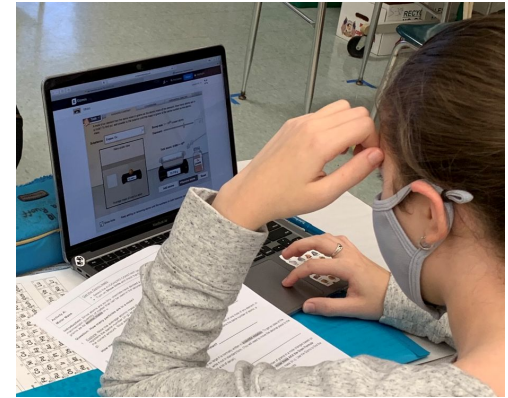
What have we learned? Irvington Middle School, cont.

Opportunities for Continued Growth:

- Led to increased discussion around improving infrastructure
 - Wifi Updates, Classroom Technology Updates, Replacement Cycles
- Multi-Faceted Support for Implementation & Utilization
 - Professional learning for teachers and other practitioners
 - Technology support to maintain functionality
 - Increased Edutek staffing by 1, additional needs are present

What have we learned? Irvington High School

- Technology can support new ways for students to collaborate and interact within and beyond the classroom.
- Technology has the ability to enhance learning, differentiate, and offer different modes of engagement for students.
- The value of in-progress, real-time assessment and feedback and adjusting instruction to meet student needs.
- Teachers are able to individualize instruction and students can learn at their own pace.
- The need for ongoing support
 - Ongoing Professional Learning
 - Ongoing/Additional Technology Support



What have we learned? Dows Lane & Main Street Schools

- Professional learning needed in various applications for teaching & learning.
- Needed to improve login process (Classlink)
- Determine best tool(s) to meet learning outcomes for our students (Peardeck, Padlet, Slides, Classkick).
- Teachers learned to use new tools to provide timely and specific feedback to students while in process and at the end of a unit of study.
- Students and teachers gathered data and tracked progress over time using new tools.



What have we learned? Dows Lane & Main Street Schools

- A web environment allowed access to high-quality texts in a variety of genres.
- We now have consistency in technology integration across and between grade levels.
- Increased opportunities to use technology to foster collaboration within a class, across classes and with students in others schools.
- Students can engage in meaningful learning opportunities through online field trips.
- During remote, hybrid learning, access to individual devices allowed us the opportunity to continue to develop classroom-based communities as well as a school wide community.



What have we learned? Dows Lane & Main Street Schools

- It is important to find a balance between learning with technology and without it.
- Technology has the ability to enhance learning, differentiate, and offer different levels of engagement for students.
- Instructional software enhanced teacher's ability to individualize instruction and allow students to learn at their own pace.
- Teachers have used technology to capture lessons via video to allow students to re-watch lesson components at their own pace, reinforcing classroom instruction.



What have we learned? Professional Learning

Flexibility

- Throughout the pandemic, regional services and vendors offered remote sessions and on-demand opportunities for learning.

Choice

- Opportunities were differentiated by topic, level, and type of delivery

Building internal capacity

- Instructional coaches led learning sessions
- Teachers led learning opportunities for their peers
- Google PD Team supported learning



Fall Professional Learning Topics

- Safety Protocols- Review and Revision
- Google Meet
- Google Classroom
- SEL for Remote Learners
- Structures to Support Remote Learners
- Facilitation Tools and Strategies
- Providing Effective Feedback
- Culturally Responsive Classrooms and Education
- Individuality and Inclusion
- Meeting the Needs of Special Education Students in a Hybrid Environment
- The Art of Conferring
- Designing Differentiated Activity Lists
- Classlink
- NewsELA
- Swank EDU
- Nearpod
- Kami
- Newline Board Training
- Training Monitors to Facilitate Remote Instruction
- Curriculum Revision Meetings
- Data Review Meetings

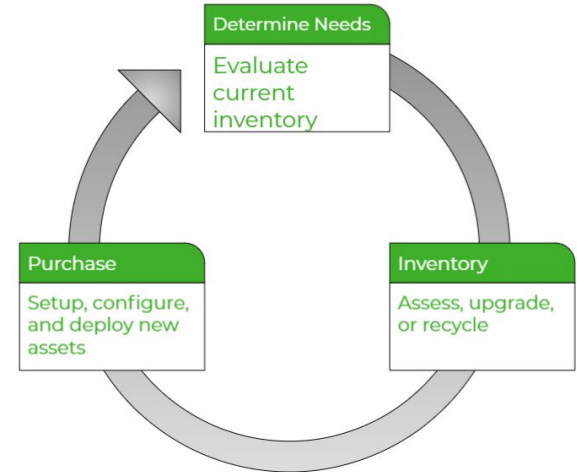
Where are we headed? Infrastructure

Network access

- Improvement plans for infrastructure
 - Installation and configuration of outdoor wireless access points
 - Addition of access points to cover areas that were deemed weaker coverage through our wireless saturation survey and anecdotal evidence by teachers/students.

Devices

- Plans to get back on a replacement cycle with boards, desktops, laptops, iPads, and chromebooks.
 - Replacement of End of Life equipment before devices fail
 - Purchase additional internal components (ram, hard drives) to extend the lives of desktop devices, and laptops where possible.



Where are we headed? Student Devices

Middle School 1:1 (Continuing)

- Plan to purchase ~ 150 chromebooks/year following lifecycle

High School (Adoption of 1:1)

- 9th grade (looping up devices from 8th grade)
- 10th - 12th grade - Allocation of 1:1 High School devices

IMS/IHS Campus

- Addition of charging stations on campus including: HS Atrium, Cafeteria, Library

K-5

- Return to tubs/charging stations
- Project-based 1:1 opportunities, curriculum-based, opportunities to take home devices on as-needed basis (Grades 4-5)



Where are we headed? Professional Learning

Professional Learning

- Re-establish Technology Committees in all buildings to help inform professional learning decisions
- Increase vendor-led trainings
- Continue to build capacity internally with teachers who are early adopters of new tools.
- Support microcredential certification for vendor tools (Google, Microsoft, Mote, Kami, Nearpod, etc.)



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