

The Eleanor Briggs School - Technology Plan

2021 - 2022

The Eleanor Briggs School is presently at level:

TECHNOLOGY LEVEL – 3
TRAINING LEVEL – 2

TECHNOLOGY COMMITTEE MEMBERSHIP

- **Michael Foley**
Director
- **Michael Lopo**
Director of Special Education
- **Kathleen Currier**
Middle School Special Education Teacher
- **Justin Jackvony**
Secondary Special Education Teacher
- **Alex Rathbun**
Elementary Special Education Teacher
- **Taylor Aroche**
Student Support Specialist – Onsite Google Administrator
- **Barbara Dalton**
IT Director; Thrive Behavioral Health

VISION STATEMENT

In keeping with the goals and objectives of the school's mission statement, “to provide a high-quality, individualized education for students with behavioral and emotional disabilities in a therapeutic environment that promotes learning and growth through excellence in teaching and learning,” The Eleanor Briggs School is committed to meet the technological needs of all of its students. The Briggs School strives to graduate students who are proficient and comfortable in using educational technology, and possesses the skills needed to succeed in an increasingly complex information society. To accomplish this vision, several items need to be addressed:

CURRICULUM

- Develop and implement a comprehensive computer curriculum scope and sequence from grades K-12
- Provide students an awareness of the variety of computer applications available, and develop skills for use in dealing with the information age.
- Use word processing, databases, and spreadsheets as learning tools across multiple content areas
- Use all available individual software and internet based applications and websites to address specific subject areas.

TEACHER/STAFF TRAINING-Provide on-going staff development/training in

educational computer use and Google Classroom.

HARDWARE/SOFTWARE

- Determine needs and procedures to purchase appropriate hardware.
- Determine needs and procedures to purchase appropriate software and related materials.
- Develop and implement methods for housing, organizing, protecting, and replacing software and related materials.

SUPPORT

- Establish and develop roles of each curriculum for purposes of integration, teaching, coordination, and maintenance of technology.

SECTION I EXECUTIVE SUMMARY

INTRODUCTION

The Eleanor Briggs School is a leader in the field of special education and psychiatric treatment for children ages 5-18, whose behavioral and emotional difficulties significantly inhibit their progress in public schools. Briggs students have a 2:1 student-to-staff ratio to ensure that each student receives the individualized attention necessary to capitalize on their strengths and abilities, while helping to improve their weaker skills. A total school census of no more than 40 students affords Briggs School the opportunity to provide each student with the most personalized and effective education possible.

Since 1980, the Briggs School has provided intensive educational and clinical services to children and their families throughout Rhode Island. The primary goal of the Enhancing Education Through Technology (EETT) proposal is to take the program to the "next level" by improving student academic achievement through the use of Technology Education. It is designed to help students cross the digital divide by ensuring that every student is technologically literate by the time they graduate from Briggs School. EETT encourages the effective integration of technology with teacher training and curriculum development to establish successful research-based instructional materials.

Literacy today goes beyond the basic skill of reading, writing and arithmetic and includes computer and other technology-related skills in the context of the workplace. Literacy is defined as "...an individual's ability to read, write and speak in English, and compute and solve problems at levels of proficiency to function on the job and in society, to achieve one's goals and develop one's knowledge and potential." Technology education is a comprehensive experience based curriculum in which students learn about technology and are provided applications for solving problems. By using such experiences in a "hands on," cooperative environment, students will become skilled decision makers and problem solvers.

The need for technical literacy is especially critical in today's environment. More than 75% of the approximately five million jobs added to the economy since 2003 require professional, management or technical skills. The technology explosion we are currently experiencing is not only altering our work requirements, but it is also altering every facet of our educational system. It is extremely important that

we take the appropriate steps to ensure that the students at Briggs School are adequately prepared to meet the new demands that technology makes on them.

SECTION II

NARRATIVE: WHERE BRIGGS SCHOOL IS TODAY

TECHNOLGY EDUCATION CENTER

The Eleanor Briggs School has installed and maintained a robust wireless network throughout the school and has moved to a 1:1 Chromebook curriculum. We believe equipping each student with a device transforms teaching and learning in our modern world. A digital device in the hands of each student engages them in transformational learning beyond the four walls of a traditional classroom. Through the 1:1 initiative, students will have the regular opportunity to analyze, evaluate, create, and collaborate in engaging, authentic, real-world learning.

Beginning in the Spring of 2020 all students and teachers were equipped with a device to be used for educational purposes as part of the Briggs 1:1 initiative. The 1:1 initiative will allow students equitable access to learning experiences across all environments. The School's 1:1 program will be student-centered and focused on desired outcomes. Some of those desired outcomes are as follows:

- Chromebooks for every student and teacher
- Utilize technology to enhance teaching & learning
- Professional learning for teachers focused on the 4 C's
 - Collaboration, Creativity, Critical Thinking, and Communication

The Eleanor Briggs school continues to maintain a portable SMARTboard that can be used in any classroom, smart tv's and chromecast capabilities in each classroom and 13 iPads.

TEACHER / STAFF TRAINING

At this time it is estimated that most of our teaching staff possess adequate computer skills. Currently there is one onsite Google administrator to handle day-to-day operations (student email assignments and passwords). The IT department from our parent agency, Thrive Behavioral Health, manages the google platform.

GOALS AND OBJECTIVES FOR FISCAL YEAR 2021

- To enhance student's reading, writing and communication skills through the use of state-of-the-art computer and classroom Internet technology as a tool for teaching and learning.
- To ensure that all students will meet or exceed national standards in reading, writing, and mathematics as measured by state performance tests.

- To develop technology support systems to ensure that all students receive the necessary interventions to guarantee their successful performance.
- To strengthen communication and family involvement in our school through development of an electronically connected learning community.
- To ensure that every student has the ability to participate in a robust Distance Learning scenario, in the event one is needed.

The Eleanor Briggs School's educational and technological goals are targeted to advance student learning and academic achievement to prepare students for the world of work. These goals promote skill, knowledge and performance. They are aimed at improving the effectiveness of school and classroom management, school structure and learning environment. In order to obtain this overall goal, with assistance of a technology rich curriculum, there must be certain benchmarks established to maintain the target as well as the direction. These benchmarks also help to measure against the timetable to monitor the Briggs School's progress.

2021-2022 GOALS FOR THE ELEANOR BRIGGS SCHOOL (GENERAL) INSTRUCTIONAL AND LEARNING TOOLS

- Provide students with the best available technology to fully utilize the power of the information age.
- Keep technology adequately available for the use of the students and staff.
- Prepare students to leave Briggs School with a greater understanding of Technology.

STAFF DEVELOPMENT

- Provide ongoing education for staff on how to use and integrate technology as an effective tool.
- Provide staff with "hands-on" practice time for what they learn in their lab sessions.
- Include all staff in the school in technology education.
- Provide staff with ability to perform document processing applications such as publishing, forms management and data base to promote record keeping and information sharing.

SUPPORT

- Provide support for hardware, software and personnel so that technology may be integrated effectively into teaching, learning, and management tasks.
- Maintain all documentation following installations in one area.
- Provide adequate curriculum and integration support on an ongoing basis.
- Include therapists, and youth care staff in training an access to technology.

OUTCOMES

Fuller integration of technology into all aspects of education holds far reaching potential for students and staff. In general, The Eleanor Briggs School feels the benefits are as follows:

1. Increased effectiveness
2. Better budget / dollar costs
3. Improved access to and distribution of information
4. Improved student performance

STUDENT OUTCOMES

- Improved student achievement & improved motivation
- Prepare students for the future and turn them into lifelong learners
- Provide new experiences both locally and globally
- Help develop problem solving skills, critical thinking, and decision making
- Provide opportunities to participate in state wide evaluations
- Provide immediate feedback for students, teachers, and parents
- Provide more active roles for students in the learning process

STAFF OUTCOMES

The use of technology in the teaching and learning environment will enable teachers to:

- Assist teachers through efficient lesson preparation, revision, presentation, and evaluation
- Provide challenging learning opportunities to all students at all levels
- Increase motivation for teachers themselves
- Access and use instructional networks and cooperate on interdisciplinary learning units
- Improve access to student information, i.e. grades, attendance, schedules
- Keep more efficient records

EVALUATION DESIGN

The following are guiding questions for the development of the technology-supported objectives:
How will technology be used to provide and support instructional practices in a challenging curriculum?
What educational technology skills will be a part of the curriculum, and how will teaching these skills to students and staff enhance and support the broader instructional goals?
How will technology be used to support and provide meaningful professional development?

| Goals | Indicators | Benchmarks | Measures |
|----------------------------|---|--|--|
| Intermediate | | | |
| Professional Development | <ul style="list-style-type: none"> Teachers will receive ongoing training to integrate technology into their teaching. | <ul style="list-style-type: none"> By the end of the school year, 50 percent of teachers will have had new technology training. | <ul style="list-style-type: none"> Number and percent of teachers requesting and receiving new training by type of training |
| | <ul style="list-style-type: none"> Teachers will integrate technology into their teaching through continued and ongoing professional development.. | <ul style="list-style-type: none"> Teachers will be able to devise at least three examples of how they have integrated technology into their lessons. | <ul style="list-style-type: none"> Lesson plans produced at professional development activities Teacher responses from professional development survey |
| Availability of Technology | <ul style="list-style-type: none"> Teacher and students will have a 1:1 Chromebook ratio. | <ul style="list-style-type: none"> By years end, teachers and students will continue to have a 1:1 Chromebook ratio. | <ul style="list-style-type: none"> Teacher :Chromebook ratio of 1:1 Student: Chromebook ratio of 1:1 |
| | | | |
| Curriculum Integration | <ul style="list-style-type: none"> Technology will increasingly be incorporated into the curriculum in math and science. | <ul style="list-style-type: none"> In one year, Math, and science, curricula will have at least 25 percent of lessons incorporating technology. | <ul style="list-style-type: none"> By subject area, the percentage and frequency of lessons included in the curriculum that incorporate technology |
| | <ul style="list-style-type: none"> An increasing percentage of teacher lessons will incorporate technology. | <ul style="list-style-type: none"> All trained teachers will have at least 25 percent of lessons incorporating technology. | <ul style="list-style-type: none"> From classroom observations, the percentage of teacher lessons that incorporate technology Percentage of lesson plans that incorporate technology |
| Outcome | | | |
| Math and Science | <ul style="list-style-type: none"> Students will produce reports and presentations that teachers judge to be of higher quality. | <ul style="list-style-type: none"> Within one year, student grades on reports and presentations will increase, on average, by 10 points or one letter grade. | <ul style="list-style-type: none"> Student letter or numerical grades on reports and presentations |
| | <ul style="list-style-type: none"> Students will display increasingly higher performance on tests assessing math and science ability. | <ul style="list-style-type: none"> Within one year, student scores on standardized math and science tests will increase by 10 percent. | <ul style="list-style-type: none"> Student standardized test scores |
| Computer Literacy | <ul style="list-style-type: none"> Both teachers and students will display increased computer literacy. | <ul style="list-style-type: none"> After one year, at least 75 percent of teachers and students will display at least an intermediate level of computer literacy. | <ul style="list-style-type: none"> Student and teacher self-report of computer literacy Student and teacher results from a skills test requiring performance of various tasks on a computer. |
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**TECHNOLOGY BUDGET FOR THE ELEANOR BRIGGS SCHOOL
TO
EXPAND COMPUTER ACCESS FOR TEACHERS, CLINICIANS & STUDENTS**

| Quantity | Item | Unit Price | Total Cost | Comments |
|----------|--|------------|-----------------|--|
| 2 | Luxor Charging Carts | \$750 | \$1,500 | |
| 20 | Chromebooks (annual supplement to stock) | \$400 | \$8,000 | |
| | Staff development & Consultation | | TBD | |
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| | Total | | \$9,500+ | (+ costs of consultation and training) |