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Content Adoption Plan™

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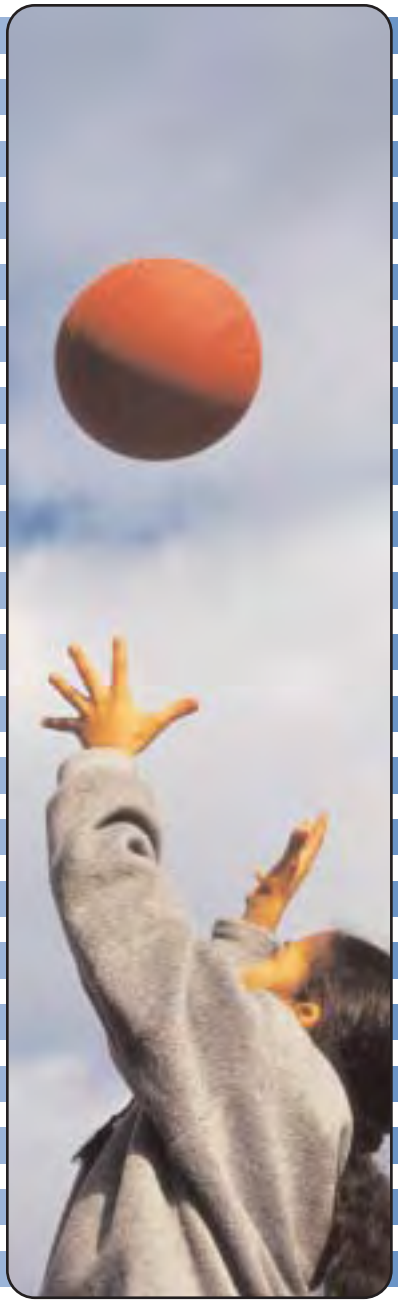
Lower Hudson Regional Information Center



The Port Chester Content Adoption Plan is the product of a unique planning process developed by the Lower Hudson Regional Information Center. Administrators and teachers from the Port Chester Schools participated in sessions facilitated by the LHRIC that prioritized and mapped the district's instructional needs and goals to quality software and digital content. The Content Adoption Plan is not meant to be a comprehensive compilation of all the software available to meet the district's needs. Instead, it lays out a number of core applications that serve as the general content infrastructure.

The value of the plan is that it provides a structured approach to the purchase of software. It models the approach that organizations have taken to build out their equipment infrastructures. It is a proactive approach to adopting software that balances general applications that serve the entire school community, such as the Learning Station Portal and EChalk, with applications that address the district's key areas of focus such as literacy K-12, use of data in the classroom, and skill development. In addition to identifying the content the district will adopt over a three year period, the plan addresses the basic professional development that should accompany it.

The Content Adoption Plan provides a strategic look at the budget implications of building a software infrastructure to meet the district's instructional goals. It is clear that software budgets will need to increase as the district seeks to fully exploit its investment in hardware, equipment, and telecommunications.

It is recommended that this plan be reviewed on a periodic basis to insure the priorities, goals, and products represented remain valid.

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The Content Planning Process – Executive Summary

The Lower Hudson Regional Information Center has assisted Port Chester in the development of an updated, long range instructional technology plan which contains the following goals:

- Provide every student with a computer device and connectivity to enable them to access a full range of educational technology tools and opportunities;
- Provide additional learning opportunities that can be accessed anytime, anywhere;
- Create an educational environment that has seamless access to assessment tools and data that will improve teaching and learning;
- Improve teaching and learning, especially for early language learners and newcomers to the country by increasing outreach to parents, the community and the world.

To support these overarching goals, the Content Planning Process consists of:

Formal Planning and Showcase Sessions, where the District Team comprised of district and building administrators, teachers and support staff convened to review instructional goals and priorities, engaged in a showcase of products aligned to instructional goals and priorities, and assessed each selection through group feedback;

Development of formal planning document, intended to:

- align specific products and categories of products to instructional goals
- reflect the priorities of planning team
- provide a roadmap for purchasing and implementing technology
- represent a systematic approach to software and digital content;

Formal adoption of the plan, which serves as the guiding framework for adopting software and digital content district-wide.

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Key Content Planning Concepts

The process of Content Planning is based on the following concepts:

- ✓ "anchor products" supplemented with individual software titles
- ✓ professional development as a cornerstone of success
- ✓ mission critical categories of software to build a foundational "content infrastructure"

Anchor Products

The Content Planning process does not seek to identify all the categories of software or the software products that are available in a particular content area, but rather seeks to identify the categories and/or products that will "anchor" the technology use in a particular subject area. For example, the use of science probes and online simulations may "anchor" the 9th grade science program, and products such as Data Mentor may be used organizationally to assist teachers in using student performance data to differentiate instruction.

Anchors are not restricted to software applications. For example, "Writers in Electronic Residence", a program that connects classes of students and their teachers to published authors in an online mentoring relationship, uses a suite of technology tools for communication and sharing; such a program may "anchor" the middle school or high school writing program.

Professional Development

Professional development remains a challenging priority to keep. Successful professional development is specific to the needs of the learner, is supported as new knowledge and skills are transferred into the teacher's classroom routine and requires a commitment of time and resources.

Many models of professional development have been employed over the last 25 years, from formal face to face workshops and informal coaching and mentoring in the classroom, to programs such as GenY which recruit and equip students to serve as staff developers for their respective teachers. The Content Planning process recognizes that successful adoption of any technology or instructional program requires thoughtful, intensive and sustained efforts as well as a reflective assessment strategy to document effectiveness.

District Wide Infrastructure

Infrastructure, as defined by Merriam-Webster, is "the underlying foundation or basic framework (as of a system or organization)." The Content Planning process identifies those applications that touch all aspects of a school district to form its application or content infrastructure. In developing a District-wide content infrastructure, please refer to the next page for categories to consider.

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Develop A District Wide Infrastructure for Content

Categories to Consider

Educational Desktop	Adopt an educational desktop that aggregates all the teachers', students' and administrators' applications and resources in one easy to use location. This desktop will also provide remote access to resources. In addition, the desktop will assist decision makers by providing data regarding the use of applications and tools. **Example: Learning Station portal**
Communications System	Adopt a single system or a group of products that provide for a robust and easy to maintain communications infrastructure that includes teacher email, student-safe email, private intranet for district employees, easy to maintain teacher web pages, easy to maintain public web pages, student safe discussions or blogs. **Example: EChalk**
Educational Search Engine	Provide an Internet search engine created for K-12 students and teachers. This tool will provide juried websites that are categorized for elementary and secondary students and teachers. The Internet becomes more valuable by limiting searches to K-12 appropriate material. **Example: Nettrekker**
Learning Styles Assessment	Adopt a learning styles assessment tool to assist in understanding the learning styles of different students so teachers can differentiate instruction. This tool should also assess the teacher's teaching style and provide assistance in correlating personality preferences with learning. **Example: P.E.T.**
Curriculum Mapping	Maps invite all individuals who deal with curriculum concerns to enter into curriculum analysis. They are a framework for curriculum decision making and a springboard for questions about the essential nature of the purposes of schooling. **Example: Atlas Rubicon**
Formative Assessment	Formative assessment consists of frequent and regular "spot checks" of student understanding conducted as a student's knowledge base is being formed. Tools that support formative assessment allow for immediate modifications to instruction. **Example: Classroom Performance System**
Data in the Classroom	Tools that combine data from various district databases so that information can be analyzed improves student achievement and improves district operations. **Example: Data Mentor**

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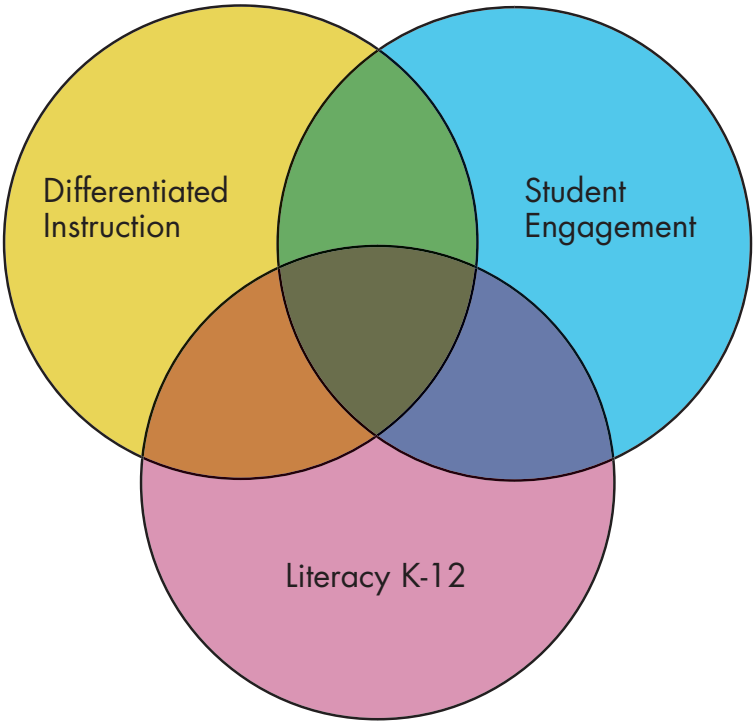
District Instructional Focus



During the planning phases and initial discussions, the LHRIC and district identified three major domains which served as the primary filters for the selection of showcase items during the Content Planning Sessions:

Differentiated instruction: software/digital content that can accommodate learners at multiple stages of learning, and that can assist teachers in assessing each student's progress;

Student engagement: software/digital content that has the potential of optimizing student interaction, engagement, and empowerment of their learning;

Literacy K-12: software/digital content that helps each student develop foundational skills of literacy and apply them in all content areas.

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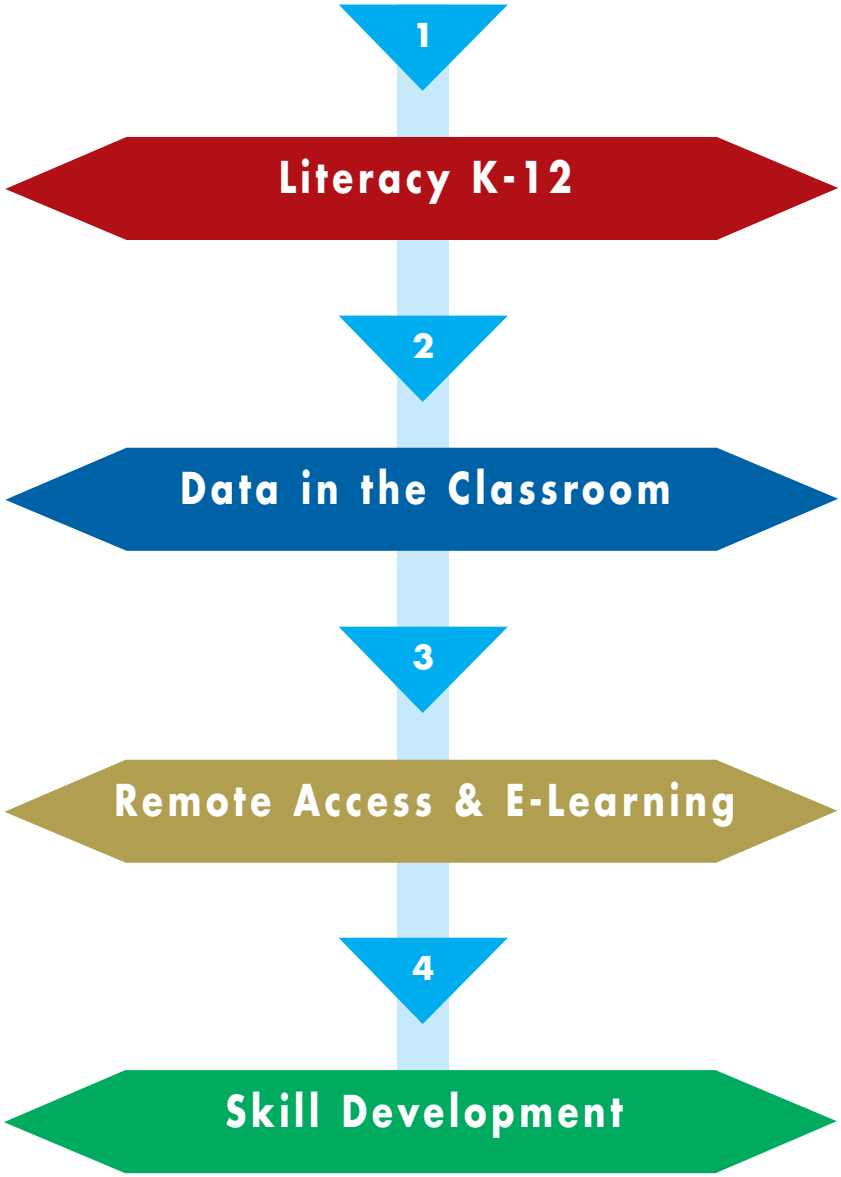
Key Areas of Focus

This Content Plan addresses products and categories of software and digital content which relate specifically to four areas of focus.



Related Goals from Long Range Technology Plan:

- ✓ Provide students with access to ELearning
- ✓ Use assessment results to inform and differentiate instruction for every child
- ✓ Encourage ubiquitous access to computers for and connectivity for every student

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Key Area of Focus 1: Literacy K-12

Improve reading and writing across the content areas.

Recommendations		Target for Implementation
Product/ Program Name	**Summary**	
KidBiz3000	High interest content delivered to student desktop in different lexile levels	Elementary schools (5) Middle school
Writer's in Electronic Residence	12-week online program where students are mentored by professional authors	Middle school - ELA High school – ELA
Digital Storytelling Tools	ILife Suite of tools for Mac allows students to create and design rich multimedia including movies, music and photojournals	Elementary schools (5) Middle school – technology, arts High school – technology, arts
Waterford Early Literacy	Highly intensive reading and writing curriculum and materials	Elementary schools (grades K-2) AIS or remediation
ETS Criterion	Online tool for assessing the quality of student writing	Middle school High school
SAS in School	Online content for core curriculum areas containing student activities and teacher lessons	Middle school High school
Blogs/Podcasts	Can enhance the quality of student work across curriculum areas; students and teachers may create blogs/podcasts related to specific disciplines or the art of writing	Elementary schools (5) Middle school High school

** Additional Considerations

There are many other applications that can assist in this key area of focus. Upon request, LHRIC will assist the district in locating and reviewing other comparable titles as a separate project. Participants indicated they would like further research on products for this area of focus.

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Key Area of Focus 2: Data in the Classroom

Provide access to student performance data for all teachers.

Recommendations		
Product/ Program Name	**Summary**	**Target for Implementation**
Data Mentor	A web-based student assessment tool which analyses test results and assists with identifying strengths and weaknesses in instructional programs	Elementary schools (5) Middle school High school
Classroom Performance System (CPS)	Infared handheld response system that obtains immediate feedback from every user	Elementary schools (5) Middle school High school
Waterford Early Literacy	Highly intensive reading and writing curriculum and assessment tools	Elementary schools (grades K-2) AIS or remediation
KidBiz3000	High interest content delivered to student desktop in different lexile levels	Elementary schools (5)Middle school

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Key Area of Focus 3: Remote Access (including Web Based applications) and ELearning

Provide secure remote access to educational application files, and extended learning opportunities for teachers and students.

Recommendations		Target for Implementation
Product/ Program Name	**Summary**	
Writer's in Electronic Residence	12-week online program where students are mentored by professional authors	Middle school – ELA High school – ELA
Learning Station Portal	Web based educational desk-top that aggregates all district instructional and administra-tive resources	Elementary school (5) Middle school High school (recommend one building pilot)
Blogs/Podcasts	Can enhance the quality of student work across curriculum areas; students and teachers may create online blogs and podcasts related to specific disciplines or the art of writing	Elementary school (5) Middle school High school
Video-conferencing	IP/ISDN units that allow for live conferences, events and courses	High school
SAS in School	Online content for core curriculum areas containing student activities and teacher lessons	Middle school High school
Gizmos	Complete library of online math and science simulations	Middle school – Math, Science High school – Math, Science

** Additional Considerations

There are many other applications that can assist in this key area of focus. Upon request, LHRIC will assist the district in locating and reviewing other compa-rable titles as a sepa-rate project. Participants indicated they would like further research on products for this area of focus.

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Key Area of Focus 4: Skills Development

Use technology to support basic skill development, research skills, study skills.

Recommendations ** products not shown		
Product/ Program Name	**Summary**	**Target for Implementation**
****Accelerate U**	Library of juried online courses for students and teachers	High school Teaching faculty (professional development)
****Bridges**	Counseling and career/vocational /guidance software	High school Guidance departments
****School Island**	Student review and assessment web site for social studies, math, science, and language arts students and teachers	Middle school High school

** Additional Considerations

There are many other applications that can assist in this key area of focus. Upon request, LHRIC will assist the district in locating and reviewing other comparable titles as a separate project. Participants indicated they would like further research on products for this area of focus.

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Budget Estimate Phase 1:

Once the content planning process has established the content infrastructure priorities and the anchor categories and/or products, it moves to the implementation phases where the district outlines how it plans to acquire and support the new content over three years or phases.

The pricing information included in this document is intended only as a good faith estimate to help the district anticipate actual costs associated with each product or program. Figures provided are either based on established contract or service pricing, or retail pricing.

It is the recommendation of the LHRIC that the district request specific quotes for each product or program that it intends to implement.

The budget is laid out in phases rather than years in order to provide flexibility. For instance, the district may want to extend a phase over two years because it may take some time for teachers to assimilate the new products into their classroom instruction. In other cases, the district may want to accelerate the implementation and combine phases.

1 – Implement

Product: Learning Station Educational Desktop
Scope: K-12
Hardware: NA
Software/Licensing: $3750 per site
Professional Development: $2,625 (3 days)

Product: Videoconferencing
Scope: MS, HS – 2 buildings
Hardware Cost: $ 55,000 for hardware, service, professional development
Software/Licensing: NA
Professional Development: included in service pricing

Product: Data Mentor
Scope: K-12
Hardware Cost: NA
Software/Licensing: $1.00 per student
Professional Development: $ 1000/day

Product: Probes - DataHarvest
Scope: MS, HS Science
Hardware Cost: cost of Flash Loggers and Sensors: $159 for Flash Loggers; sensors range in price from $39 - $150.00
Software/Licensing: NA
Professional Development: $875/day

Product: EInstruction CPS System
Scope: K-12
Hardware Cost: cost of classroom sets: 24 pad $ 1495; 32 pad $1995; 40 pad $2495
Software/Licensing: NA
Professional Development: $875/day

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Budget Estimate Phase 1: Continued

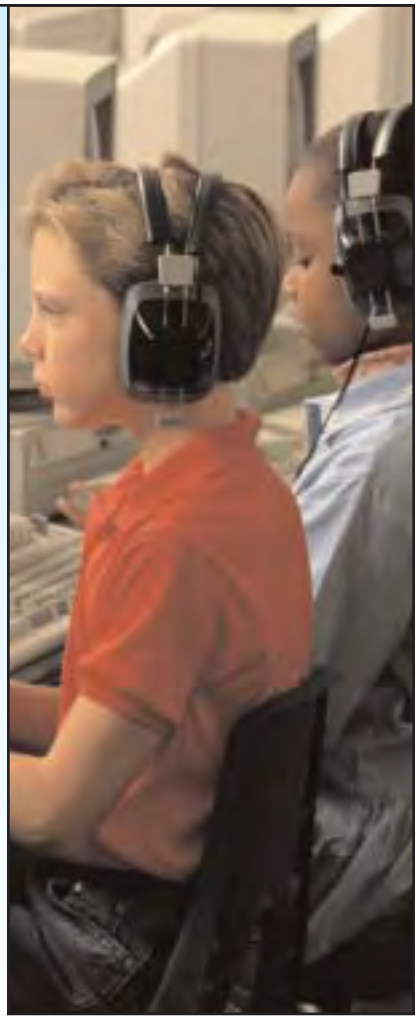
2 – Research and Investigate

Product: Writer's in Electronic Residence
Scope: MS, HS ELA Classes
Hardware Cost: NA
Software/Licensing: $1000/class for 12-week program
Professional Development: $1500-$2000 for orientation, professional development and LHRIC support per building

Product: ETS Writing Criterion
Scope: MS, HS (2 buildings)
Hardware Cost: NA
Software/Licensing: $15.00 per student
Professional Development: $875/day

Product: Online learning
Scope: K-12, teachers and students
Hardware Cost: NA
Software/Licensing: Cost will vary depending upon product or program. For Project Accelerate, tuition is based on flat fee based on membership in consortium; consortium fees may also apply.

LHRIC advises the district to anticipate consulting fees associated with the design and implementation of products or programs.



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Budget Estimate Phase 2:

1 – Implement

Product: Writer's in Electronic Residence
Scope: MS, HS ELA Classes
Hardware Cost: NA
Software/Licensing: $1000/class for 12-week program
Professional Development: $ 1500-$ 2000 for orientation, professional development and LHRIC support per building
**Note: District should anticipate a 15-20% annually for enrollment in the program; support costs listed are for new implementations and will decrease as the district adopts the program over the course of years.

Product: Videoconferencing
Scope: Elementary buildings
Hardware Cost: price of units for 5 buildings - $ 115,000 including hardware, support, and professional development
Software/Licensing: NA
Professional Development: included in service pricing

Product: ETS Writing Criterion
Scope: MS, HS (2 buildings)
Hardware Cost: NA
Software/Licensing: $ 15.00 per student
Professional Development: $ 875/day

Product: Gizmos
Scope: MS, HS Science
Hardware Cost: NA
Software/Licensing: $ 4.25 per student for one subject (Science or Math); $ 7.00 per student for two subjects (Science and Math)
Professional Development: $ 875/day

2 – Maintenance

Product: Videoconferencing – planning and coordination
Scope: ES-HS
Hardware Cost: NA
Software/Licensing: NA
Professional Development: 2 days professional development (estimated) for initial orientation; refresher training; participation in local user groups

Product: My Desktop – continued rollout
Scope: K-12
Hardware Cost: NA
Software/Licensing: $ 3750 per site
Professional Development: 1-2 days

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Budget Estimate Phase 2: Continued

3 – Research and Investigate

Product: Achieve 3000
Scope: District-wide
Hardware Cost: NA
Software/Licensing: $20.00 per student
Professional Development: $875/day

Product: Digital Storytelling/Video Editing Tools
Scope: MS, HS
Hardware Cost: Apple/Mac hardware for video editing: $1,800 - $2,200 per workstation or laptop; bundled with ILife software
Software/Licensing: ILife suite included with hardware; other tools for video editing may range from $1,000 - $3,000
Professional Development: $875/day

Product: SAS in School
Scope: MS, HS
Hardware Cost: NA
Software/Licensing: TBD
Professional Development: $875/day

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Budget Estimate Phase 3:

1 – Implement

Product: Comprehensive courseware product (TBD)
Scope: ES; AIS or intervention programs
** An implementation of a comprehensive courseware product requires a separate proposal. A range for Waterford Early Literacy: $50,000-$100,000
Hardware Cost: TBD
Software/Licensing: TBD
Professional Development: TBD

2 – Maintenance

Product: Writer's in Electronic Residence
Scope: MS, HS
Hardware Cost: NA
Software/Licensing: $1000-$1100/class
Professional Development: $1500-$2000 for classes; existing classes may pay nominal support fee

Product: Videoconferencing
Scope: Elementary buildings
Hardware Cost: NA
Software/Licensing: price for service support and professional development
Professional Development: $2000-$2500

Product: ETS Writing Criterion
Scope: MS, HS (2 buildings)
Hardware Cost: NA
Software/Licensing: $15.00 per student
Professional Development: $875/day

Product: Gizmos
Scope: MS, HS Science
Hardware Cost: NA
Software/Licensing: $4.25 per student for one subject (Science or Math); $7.00 per student for two subjects (Science and Math) Professional Development: $875/day

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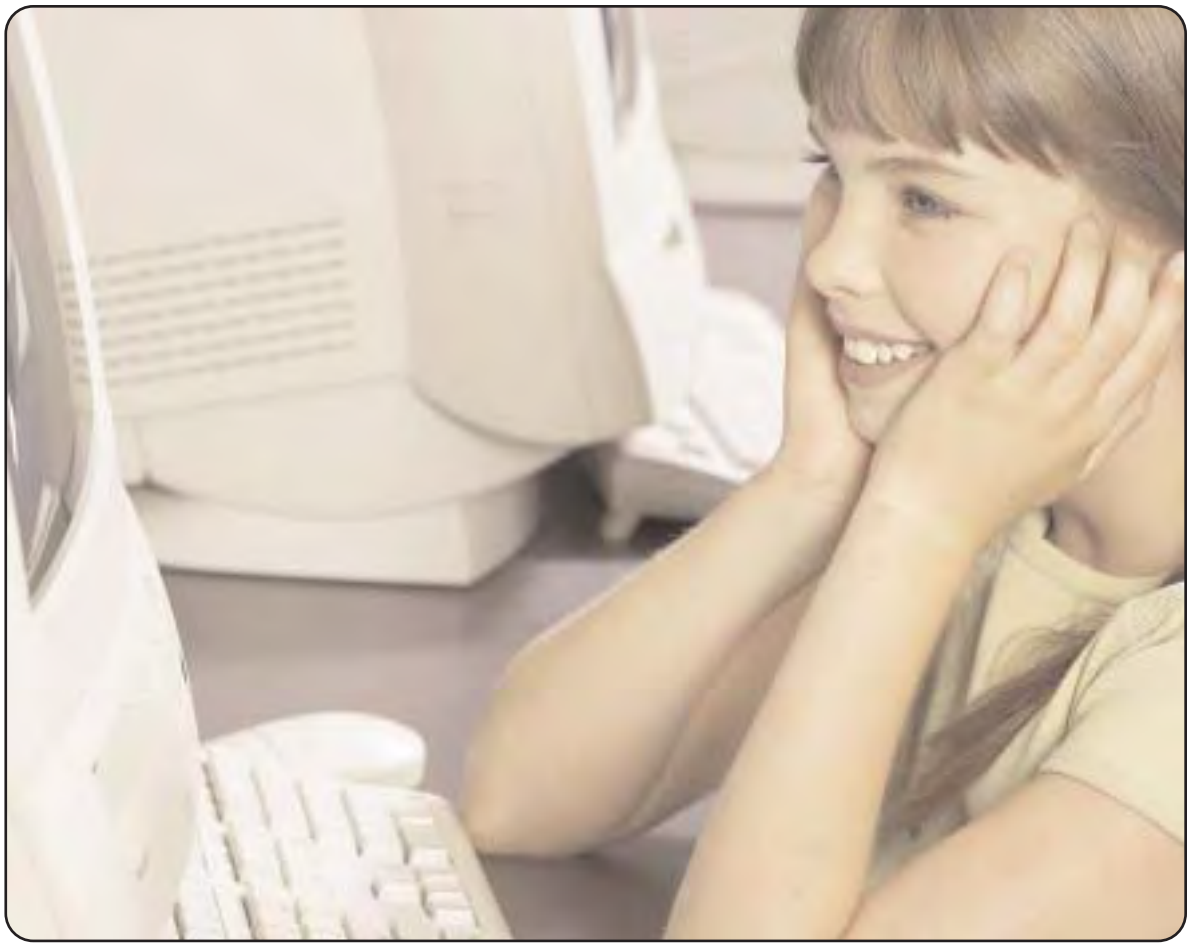

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If you are interested in learning more about the Content Planning Process, please contact:

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