Project 3: Leadership Vision and ELearning Plan

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VISION

The potential for educations growth aligned to the inclusion of technology in instruction, assessment and management has the potential to redirect the current direction of educational delivery methods for students with low incidence disabilities. The examination of how we acquire knowledge and performance challenges, the strategies developed to address them, how information is taught, assessed and the administration of the materials, people and accompanying information that accompany learning according to Riser (2001) is the field of instructional design and technology. Christensen, Horn and Johnson (2008) introduced the theory of "disruptive innovations" to describe the effect that adding revolutionary agents in a defined market has on the redirection to reimagine the system. The rapid expansion of innovations occurring with the development of technology has brought on a transformative effect in education (Horn and Stacker, 2015).

Revolutionizing delivery options for instructional content for schools, management systems, and student assessment. Rearticulating the conversation of where and how students learn from strictly within brick and mortar settings to distance and online learning options to the current increase in hybrid or digital learning. Allowing the use of data management options that are quick and seamless. While readdressing the way students, staff and programming components are assessed for learning attainment and effectiveness.

A transformative leadership vision for 21st century learning must incorporate the disruptive innovation stemming from changing technology. The effective use of instructional technology within a school has proven to be sustainable discounting the changing tools, it continues offering the possibility to act as an agent of change to bring significant growth opportunities to students, staff and administration. Allowing for new ways to articulate student

learning activities, staff training and effectiveness, and supporting the abilities of the

administration to manage systematic changes to benefit the school climate and culture. The

building leadership providing a clear vision for the organization advocates for the inclusion of

instructional technology that promotes student learning, in realistic student centered activities.

The need for 21st century learners to gain skills valued in the workplace, communicate

knowledge, work collaborate with others, problem-solve and self-assess his or her own learning

are identified by the American Association of School Librarians (2009) as necessary in the job

market of the present and the future.

Blended or digital learning to be effectively implemented following the suggestions

outlined by the International Association for K-12 Online Learning (iNACOL,2015) will require

leadership:

- to promote a desire for endless improvement,

- express a definition for digital learning that encompasses the what, why and how
  its inclusion will benefit the organization.

- analyses the professional needs of the staff and provide training to address them

- focus should be given to eradicating system and school-level impediments to
  successful implementation

Unique School with a rich history of experience providing services to students with low

incidence disabilities is seeking opportunities to incorporate innovative technologies in to its

programs instructional, operational and delivery components. The school mission to effect

positive changes in the lives of students and their families can be better addressed through

the evolutionary instructional practice made possible with inclusionary instructional

technologies. With these developing options in mind, Unique's Technology Committee

under the guidance of the University Provost, reevaluates its current delivery service model on a two-year cycle to determine what systematic program changes would be required to best meet the needs of its changing population through supportive technology intervention options.

Providing quality education to students ages 3-21 with a range of cognitive and physical disabilities described as low incidence. Unique, acting as a receptor for multiple districts in Northern New Jersey has been at the forefront of innovative technology use for instructional purposes. Striving to retain its schoolwide commitment to excellence. Unique along with its stakeholders seeks to evaluate its current use of technology, perspective technology needs, facility capabilities and infrastructure support, with regards to current and perspective future funding sources to remain competitive in its delivery options to this specialized market.

E-LEARNING PLAN

Developed using the Scientific Learning District/School Technology Plan Template this plan will address, the evaluation of system needs, student and staff access, current and prospective materials, professional development needs and funding requirements. This document solidifies our goals and objectives within the proposed timeline from inception to completion, as a continuously updated document reflective of the changing delivery options for educational systems, reflecting a three-year goal and objective structure:

Current Year One (2016-17 school term)

- Goal: Ascertain through a needs assessment the current level of student, staff, building materials, and infrastructure readiness level to support access to digital learning at Unique.

Objective: Survey Unique's stakeholders

Students on their current use and experience level

Caregivers on their familiarity with digital learning and perceptions of its use

with the Unique student population

Staff on their experience with instructional technology and digital learning

analysis, development, design, implementation and evaluation

procedures

IT on the current system technology infrastructural needs and the prospective

requirements for a marked increase in service requirements

Administration will conduct a cost analysis of the potential benefits and

expenditures related to the shift to a blended digital learning delivery

system.

Short Term Year 2 (School Term 2017 – 18)

- Goal: Prepare Unique's students, staff, community stakeholders and building
  infrastructure for the changing instructional delivery system from full face to
  face model to a blended digital learning system.

  Objective: Implement strategies for developing digital learning skills to

  maximize successful launch of digital learning component for all

  stakeholders:

  Students: ensure access that is UDL appropriate for the diverse population needs

  in school and home environment. Assess communication and

assistive technology on a case by case bases to better apply UDL

design principals to the development of course design.

Caregivers: develop and offer online training modules to help caregivers become

familiar and comfortable with the home school connections involved

in Digital Learning

Staff: Upon review of staff analysis results of levels of competence and

perception in the use of Instructional Design. Provide a two level

system of professional development.

1) Face to Face course design options

2) Online Professional/ Personal Learning Community

IT: Based on the results of the survey conducted by the IT department

support the realignment of funding and personnel to the IT

department as designated by the department head. IT will identify,

purchase and install the equipment and technology necessary for a

supportive infrastructure.

Administration will develop and apply an action plan to meet the recommendations

of the committee and IT department based on the input from Unique school

stakeholders. Holding with the Unique vision statement, to promote best practices

and show financial responsibility to the larger community.

Long Range Year 3 (School Term 2018-2019).

- Goal: Introduce the blended digital learning instructional delivery service model

    to current and perspective sending school districts, parents and students to

promote the innovative approach as a means to meet the challenging service

needs of the Unique school student (Medical, personalized learning

programming designed to meet student centered needs)

Objective: Launch intro digital learning courses in each instructional and

therapeutic department at Unique.

Students: Offer current students and caregivers the opportunity to participate in

the pilot program; offer school home device loan program to address

equitable access

Caregivers: ascertain participating caregiver of students in the pilot program level

of training on the use of loaner device and student communication

and assistive technology (if applicable offer in home or school

training) to promote positive experiences for all

Staff: Selected staff will participate in pilot study based on interest and

skill level. Selected staff will be provided release time for

collaboration, PD and caregiver training, course analysis, design, and

development. Post review reports will be completed by staff as a

means of assessing the pilot program to determine what works and

what doesn't. Pilot staff will lead staff training for course production

for the second year of the program.

IT: Ensure the smooth release of stage one Blended Digital Learning

project, communicate and troubleshoot potential technology

infrastructure concerns to/ for all stakeholders.

Administration will supervise the program release and community relations as a part of building collaborations with identified district personnel to best communicate and promote the instructional design, personnel and cost benefits to districts seeking innovative options in the delivery of educational services for students will low incidence disabilities using a blended digital learning delivery model. Administrators are tasked with the supervision of all implementation team leaders, IT department distribution of materials and service call response rate, and funding request and management.

This three-year plan will act as the initial stage of a long-range technology plan design to place Unique in position as a change leader in the education of students with low incidence disabilities. Strategically, filling a defined area of need to address all students in an integrated learning experience as described by Horn and Staker (2015). Unique's current team approach will over the course of this conversion follow the "heavyweight team" model requiring a strong leader who unifies and supports members to utilize their area of expertise to collectively define and solve issues as they occur for the betterment of the totality (Horn and Staker, 2015).

FUNDING PROPOSAL

Unique as a service provider for school districts requiring appropriate programing options for students whose educational needs are deemed best served in an out of district placement. Relies upon tuition, state and national government funding and grant funding to cover the financial cost associated with student services, education, safety and security. Transportation cost for students attending the Unique school are the responsibility of the sending district. All instructional material including technology deemed appropriate are purchased and maintained through Unique's yearly budget. As a special service provider of students with Individual

Educational Plans (IEP's) Unique has the right to request from sending districts, private and federal insurance providers funding for the purchase of assistive technology, and AAC devices identified within a student's individual educational plan as necessary for student health and safety.

The changing landscape of special education services has impacted Unique with a loss of income as students are returning to in district placements in higher numbers yearly. Unique to stay fiscally responsible proactively plans to reenergize its enrollment through innovative options for service deliver that are not available from any other service provider in the area. Taking on the transformation of a program requires a clear understanding of the proposed cost and benefit potential for all stakeholders. The Unique administrative staff after an analysis of its current program, staff, student, and community (sending districts, parents and concerned community members) polling and a series of interview design to gauge the perceptions of the current program, needs for improvement and future prospects, determined the revamping of the educational offerings was an appropriate step to ensure Unique's continued role as a placement provider for students with low incidence disabilities.

Responsibility for all budget decisions are under the governance of the building administrator who reports to the University Provost for final approval of the annual project budget. Unique based on projected income from its primary sources, tuition based income and state and federal funding, propose the following estimated expenditures within the three-year timeline for designated parts of the building ELearning technology plan:

Technology Budget Plan and Projected Technology Expenses 2016-2019

	2016-2017	2017-2018	2018-2019
Audio Visual			
Instructional equipment	$5,500	$10,000	$5,500
A/V Media Supplies(White Board Screens, Video Cameras, Green Screens, sound equipment and lighting)	$15,000	$30,000	$15,000
Supplies (batteries, ink, paper, etc.)	$ 2,000	$ 2,000	$ 2,000
AV Budget Total	$22,500	$42,500	$22,500
Computer/Mobile Learning Assisted Instruction			
Computer Equipment	$10,000	$10,000	$10,000
Servers	$ 0	$ 0	$ 0
Telephone/ Internet Services	$ 2000	$ 2000	$ 2000
Software	$ 6000	$ 6000	$ 6000
Computer / Laptop supplies	$ 2000	$ 2000	$ 2000
Computer/Mobile Learning: Total	$ 20,000	$ 20,000	$ 20,000

Staffing			
IT Support X 2	$ 70,000	$ 70,000	$ 70,000
Technology Specialist PT	$ 30, 000	$ 30, 000	$ 30, 000
Staffing Total	$ 100,000	$ 100,000	$ 100,000
Professional Development			
Online PD Service	$ 8,750	$ 8,750	$ 8,750
Conference/ Workshop/	$ 5,000	$ 5,000	$ 5,000
In House PD/ Speaker/ Presenter	$ 2,500	$ 2,500	$ 2,500
Travel Reimbursement Budget	$ 2,500	$ 2,500	$ 2,500
Professional Development Total	$ 18,750	$ 18,750	$ 18,750
Technology Budget Total	$ 161,250	$ 181,250	$ 161,250

The proposed budget accounts for the initial investment in staff, equipment, training, and infrastructure improvements.

CONCLUSION

Unique has the singular opportunity to invest in its on future. Through the proposed development of its Blended Digital Learning Instructional Model, our program steps in to its own category with the provision of instructional opportunities for low incidence disabilities. As a long range solution to sliding income revenue, the prospective program will provide for the reallocation of funds away from staff towards student instruction. With the increase in ratio for staff-student coverage the gradual decrease in school personnel will offset the early cost of

infrastructure and technology cost. The adoption of block scheduling will be supportive in the

initiation of the digital learning platform. Students will be able to access personalize instructional

information from anywhere at any time requiring the need for fewer full time staff.

Funding sources from grant opportunities for innovation in instructional practices and

services for urban communities and disadvantage student population will be used to cultivate and

promote the increase in staff professional development, community involvement, and caregiver

training. Organizations seeking to support education that is progressive, with the prospect of

reaching a larger community will find the Unique program a complement to their goal and values

statements. The development of a special grant committee will be established to actively pursue

funding opportunities that align with the Unique vision. Each step of the technology plan will be

assessed using the following Key Performance Indicators:

1) Current Year goals and objectives have been met with 85%-100% completion with
   listed objectives obtained, reevaluated and/or restructured to meet the organizations
   plan.

2) Short Term and previous year goals have been met with 90 %-100% completion with
   listed objectives obtained, reevaluated and/or restructured to meet the organizations
   plan.

3) Long Term, short term and previous year goals have been met with 95%-100%
   completion with listed objectives obtained, reevaluated and/or restructured to meet
   the organizations plan.

   With the expect increase in student digital attendance options, staff reduction, and
   special grant subsidies Unique has a long range plan to stabilizes its funding source
   for now and well into the future.

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