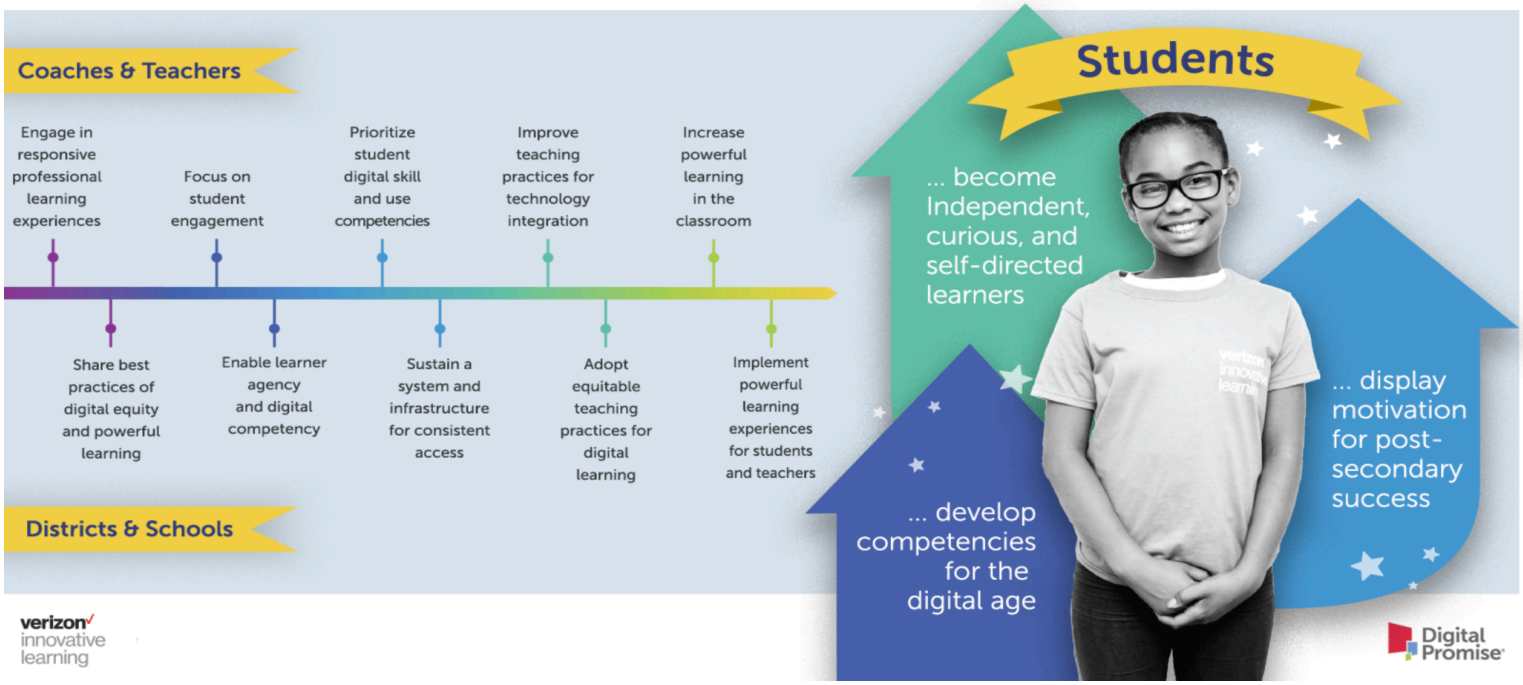
Verizon Innovative Learning Schools: Transformation Action Plan	
New Brunswick Middle School Team	
District Lead	**District IT Lead**
Gregory Pardo	Andrew Levine
School Leaders	
Principal	Georgette Gonzalez Lugo
Coach	Angie Beneciuk
School-Based IT	Julio Batista
VILS Team	
Director of Student Impact (DSI)	Khyati Sanjana
Associate Director of Sustainability and Support (ADSS)	Nipa Surati

Mission & Vision Alignment

Verizon Innovative Learning Schools (VILS) Initiative Outcomes
VILS will support these Initiative Outcomes by providing devices, access to robust professional learning, and support with coaching and systems thinking, and by fostering and deepening a sense of community through multiple means of engagement.

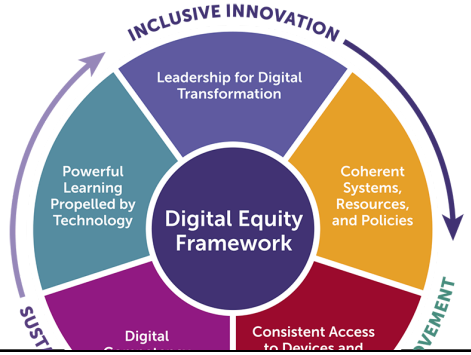
Verizon Innovative Learning Schools
Initiative Outcomes



Digital Equity Vision

At Digital Promise, we view digital equity as a dynamic concept embodied by five key domains:

1. Leadership for Digital Transformation
2. Coherent Systems, Resources, and Policies
3. Consistent Access (devices & connectivity)
4. Digital Competency
5. Powerful Learning Propelled by Technology



We aspire to ensure all schools, teachers, and students enjoy consistent and sustained access to powerful learning that puts learners on a path toward economic security, agency, and well-being. By addressing each

facet of our Digital Equity Framework, we believe school leaders can establish a foundation capable of not only transforming current teaching practices and learning experiences but also future-proofing their schools for the ever-evolving technological landscape.

Learn more about each domain in the Digital Equity Framework by reading Leading for Digital Equity (2023).

Goal Setting: Development & Alignment

Our definition of digital equity is a dynamic concept with five (5) domains. These domains are underpinned by our steadfast belief in inclusive innovation. The Digital Equity Framework is a set of principles and guidelines designed to ensure equitable access, opportunities, and outcomes in the realm of digital technology and education.

Your district and school leaders will work collaboratively with your VILS support team to develop and align your 3-4 goals.

Your Extension goals should reflect major school priorities from your internal school improvement plan or similar documents, and should also align with the Digital Equity Framework. In other words, we seek to support you in achieving your major school goals, utilizing a digital equity lens.

Need support in developing your SMARTIE goals? Please access the Management Center resources or the Transformation Action Plan Handout.

Goal #1 Alignment: ***Consistent Access to Devices & Connectivity*** ***(Required)*** **Reflection: Is this goal…** **S**trategic, **M**easurable, **A**mbitious, **R**ealistic, **T**ime-bound, **I**nclusive, **E**quitable	One hundred percent of students and staff will have consistent and equitable access to Chromebooks and reliable network connectivity, facilitating a seamless integration of technology into daily learning and teaching activities. The teachers will use the new ticket submission system for VILS devices called Incident IQ and look over data.
Action Steps A minimum of two action steps are required; add additional action steps as needed. Then identify target dates for completion of each.	**Artifacts** Identify potential artifacts that could illustrate your action step success and be added to your School Portfolio.

Action Steps: What steps will you take to meet this goal?	**Date**: By when do you expect to meet this action step?	**Status**: What is the current status of this action step?	
We will realign the objectives of the Student Tech Team to prioritize collaboration with the school's IT department, led by Julio Batista, in supporting Chromebook repairs.	September- June	Completed	**NBMS TAP Artifacts**
Prioritize digital citizenship education by having the Media Specialist and Ms. Beneciuk deliver digital citizenship lessons quarterly, adapted from Common Sense Education. Ensure lessons are available in both English and Spanish to engage all students. Ms. Beneciuk will also provide home digital citizenship family engagement tips and activities from Common Sense Media to reinforce learning at home.	October- June	Completed	
		Not Started	

Goal #2 Alignment: *Powerful Learning Propelled by Technology* ***(Required)*** **Reflection: Is this goal…** **S**trategic, **M**easurable, **A**mbitious, **R**ealistic, **T**ime-bound, **I**nclusive, **E**quitable	Ensure one hundred percent of students have access to rigorous, relevant, and deep learning experiences by integrating emerging technologies and digital tools into learner-centered (digital) pedagogy. Progress toward digital equity will be evident through the increased frequency and depth of student engagement in powerful learning experiences, in and out of the classroom.

Action Steps A minimum of two action steps are required; add additional action steps as needed. Then identify target dates for completion of each.			**Artifacts** Identify potential artifacts that could illustrate your goal success and be added to your School Portfolio.
Action Steps: What steps will you take to meet this goal?	**Date**: By when do you expect to meet this action step?	**Status**: What is the current status of this action step?	**Artifacts**: What can you capture to show progress on each action step?
Provide quarterly ongoing training for teachers on integrating digital tools and emerging technologies into learner-centered pedagogy.	September - June	Completed	
Develop a bank of digital tools and resources aligned with learner-centered practices that will be shared among staff members.	September - June	Completed	VILS Coach created Google Classroom to house the bank of digital tools
		Please Select	

Goal #3 Alignment: *Leadership for Digital Tranformation* ***(Required)*** **Reflection: Is this goal…** **S**trategic, **M**easurable, **A**mbitious, **R**ealistic, **T**ime-bound, **I**nclusive, **E**quitable	District and School leadership will foster leadership for digital transformation by collaboratively developing and communicating a clear vision for technology integration in schools during the course of this school year (2024-2025). This vision will drive the implementation of learner-centered education, ensuring all students have equitable access to technology and are supported in achieving their highest academic, social, and economic outcomes.

Action Steps A minimum of two action steps are required; add additional action steps as needed. Then identify target dates for completion of each.			**Artifacts** Identify potential artifacts that could illustrate your goal success and be added to your School Portfolio.
Action Steps: What steps will you take to meet this goal?	**Date**: By when do you expect to meet this action step?	**Status**: What is the current status of this action step?	**Artifacts**: What can you capture to show progress on each action step?
Develop a shared vision in the district to engage school leaders, teachers and students in a collaborative process to create a clear, unified vision for technology integration that supports learner-centered education.	December 2024	Completed	
Provide professional development for school leaders on best practices in leading digital transformation, focusing on fostering a culture of innovation and ensuring equitable access to technology for all students.	September 2024- June 2025	Completed	
		Please Select	

Goal #4 Alignment: ***Please select*** ***(Optional)*** **Reflection: Is this goal…** **S**trategic, **M**easurable, **A**mbitious, **R**ealistic, **T**ime-bound, **I**nclusive, **E**quitable	**[Insert Goal Here - *Optional*]**

Action Steps A minimum of two action steps are required; add additional action steps as needed. Then identify target dates for completion of each.			**Artifacts** Identify potential artifacts that could illustrate your goal success and be added to your School Portfolio.
Action Steps: What steps will you take to meet this goal?	**Date**: By when do you expect to meet this action step?	**Status**: What is the current status of this action step?	**Artifacts**: What can you capture to show progress on each action step?
		Please Select	
		Please Select	
		Please Select	

Check-in & Feedback Cycles

Purpose: The purpose of implementing feedback cycles is to foster continuous improvement and innovation, and to identify support needed during your VILS journey. Ultimately, these feedback cycles within districts and schools, and with your VILS points of contact are designed to empower all stakeholders to adapt and evolve, ensuring a responsive and student-centric educational experience that prepares learners for the challenges of an ever-changing world.

Check-in & Feedback Log: (This space will be utilized by the district, schools, and VILS POC periodically to monitor the success of goals.)			
Date	**Topic/Goal/Objective**	**Feedback**	**Action Steps & Resources**

VILS Cohort 8—Years 3 & 4 Sustainability Plan

School Name: New Brunswick Middle School **District Name: New Brunswick Public Schools** **Link to VILS School Portfolio: Portfolio**			
Principal Name:	Georgette Gonzalez Lugo	Superintendent Name:	Dr. Aubrey Johnson
Principal Email:	georgette_gonzalezlugo@nbpsnj.net	Superintendent Email:	aubrey_johnson@nbpsnj.net
VILS Coach Name:	Angie Beneciuk	District Lead Name:	Jamie Schoenbach

VILS Coach Email:	angie_beneciuk@nbpsnj.net	District Lead Email:	jamie_schoenbach@nbpsnj.net
School-based IT Name:	Julio Batista	District IT Lead Name:	Andrew Levine
School-based IT Email:	julio_batista@nbpsnj.net	District IT Lead Email:	andrew_levine@nbpsnj.net
District Research POC Name:	Carla Segarra	District Research POC Email:	carla_segarra@nbpsnj.net

Principal Signature: _____ Date_____

District Lead Signature: _____ Date_____

District IT Lead Signature: _____ Date_____

District Research POC Signature: _____ Date_____

Please print the first page of the Sustainability Plan and have it signed by all stakeholders. Plan should be shared digitally with the Digital Promise team with signed Page 1 attached.

VILS Cohort 8—Years 3 & 4 Sustainability Plan

School Name: New Brunswick Middle School District Name: New Brunswick Public Schools Link to VILS School Portfolio: Portfolio			
Principal Name:	Georgette Gonzalez Lugo	Superintendent Name:	Dr. Aubrey Johnson
Principal Email:	georgette_gonzalezlugo@nbpsnj.net	Superintendent Email:	aubrey_johnson@nbpsnj.net
VILS Coach Name:	Angie Beneciuk	District Lead Name:	Jamie Schoenbach
VILS Coach Email:	angie_beneciuk@nbpsnj.net	District Lead Email:	jamie_schoenbach@nbpsnj.net
School-based IT Name:	Julio Batista	District IT Lead Name:	Andrew Levine
School-based IT Email:	julio_batista@nbpsnj.net	District IT Lead Email:	andrew_levine@nbpsnj.net
District Research POC Name:	Carla Segarra	District Research POC Email:	carla_segarra@nbpsnj.net

Principal Signature: _____ Date 2/24/23

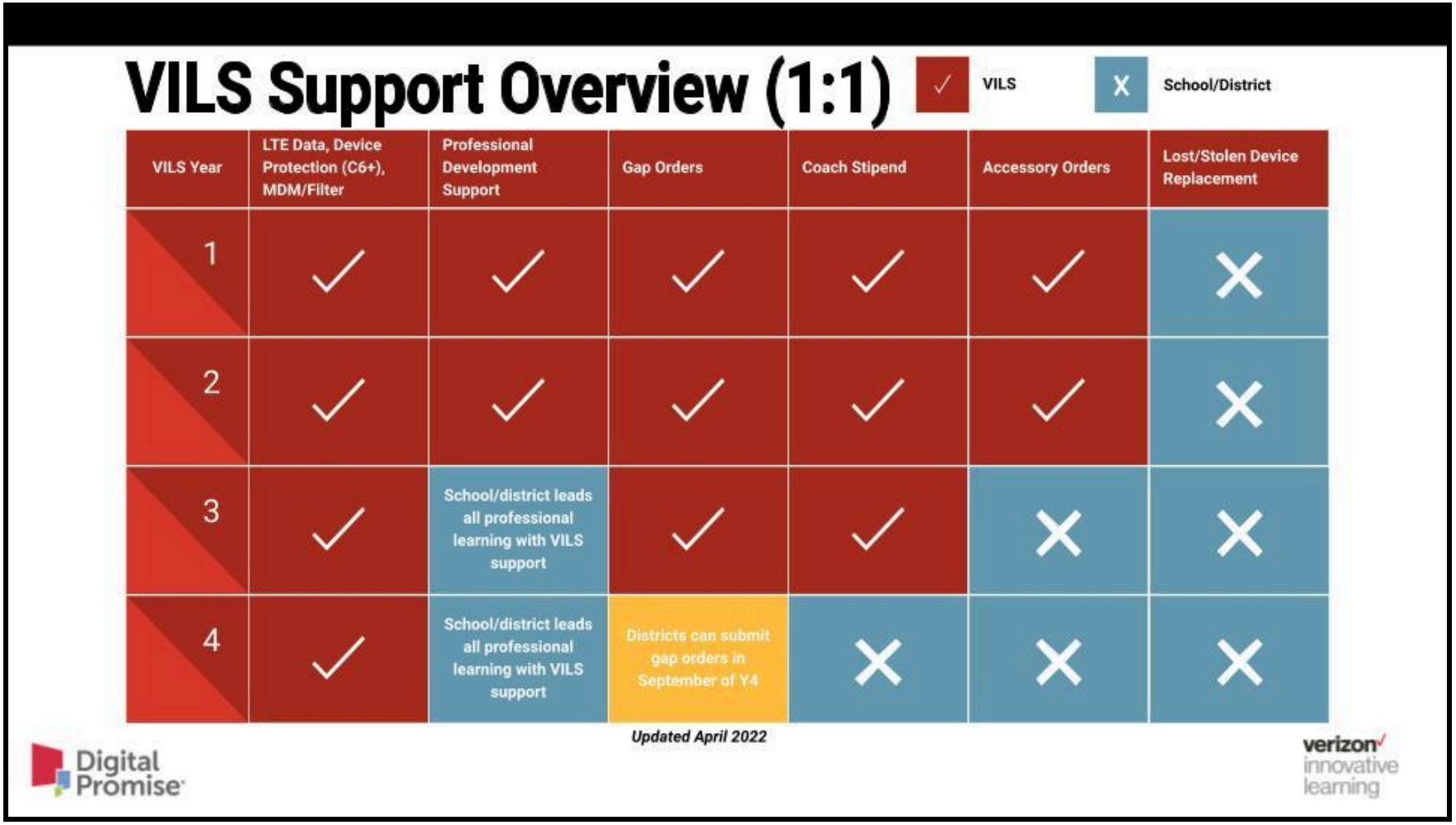
District Lead Signature: _____ Date 2/24/2023

District IT Lead Signature: _____ Date 2/24/23

District Research POC Signature: _____ Date 2/24/2023

VILS Extension School Sustainability Plan Overview & Directions

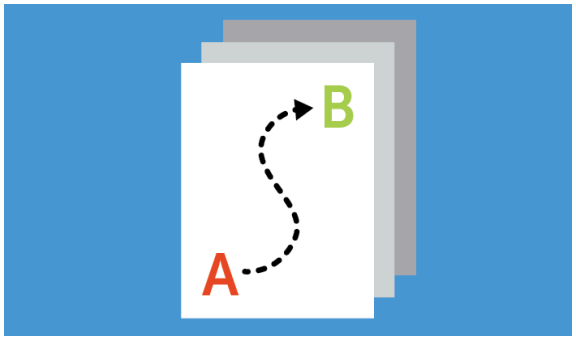
What	To apply for VILS Extension School status, all eligible schools must complete a school **Sustainability Plan** that clearly outlines how school and district stakeholders will support, maintain, and improve VILS work in the school. The Sustainability Plan will be used to guide your work in Years 3 and 4 of VILS Extension and will be the basis for ongoing monthly meetings with your Associate Director of Sustainability and Support. During monthly meetings, school, district, and VILS team members will review progress within the Sustainability Plan, as measured by success indicators and the VILS School Portfolio. Both the Sustainability Plan and the VILS School Portfolio are aligned to the Six Elements of Success and are designed to be used together to support your work toward school and district goals.
Why	One of the main goals of the VILS initiative is to ensure long-term sustainability and impact of the program. We want Verizon Innovative Learning Schools to be equipped with tools, strategies, and systems that allow them to continue to be change agents who work toward reducing the digital divide while prioritizing powerful learning during the Extension years and after VILS. In the Extension years, schools and districts begin taking over more direct support of the 1:1 initiative, while still maintaining a connection to the program. See the VILS Support Overview graphic on page 3 for more information on how this support is structured.
How	**Step 1**. Update your VILS School Portfolio. **Step 2.** Review the self-reflection portion of the School Portfolio Guide and be prepared to share your rating in the document below (use indicators and self-reflection found in the School Portfolio Guide). **Step 3.** Based on your self-reflections around the VILS program, complete the Sustainability Plan outlined in this document. - **School Leaders** refers to any school-based leaders supporting the VILS program, which should include, but is not limited to: Principal, VILS Coach, and School-based IT Lead. - ***Please Note*** District Leaders have completed a separate Sustainability Plan. You should refer to this plan when creating your school plans. **District Leaders** refers to any district-level leaders supporting the VILS program, which should include, but is not limited to: VILS District Lead and VILS District IT Lead. - **Action Steps** = the specific task/activity that will take place to support the desired outcomes related to the Six Elements of Success. - **DRI** = Directly Responsible Individual; this is the person or persons that will ensure the action step is carried out and the Success Indicator/Evidence is met/collected. Multiple people may serve as the DRI (e.g., School Principal and Coach). - **Measurable Success Indicators/Evidence** = how stakeholders will measure success of the Action Step. Evidence should be measurable and time-bound. **Step 4**. Verify completion of your plan and upload the signature page through this form by 11:59 p.m. ET on Wednesday, March 1, 2023.


VILS Support Overview (1:1)
✓ VILS
X School/District
VILS Year
LTE Data, Device Protection (C6+), MDM/Filter
Professional Development Support
Gap Orders
Coach Stipend
Accessory Orders
Lost/Stolen Device Replacement
1
2
3
School/district leads all professional learning with VILS support
4
School/district leads all professional learning with VILS support
Districts can submit gap orders in September of Y4
Updated April 2022
Digital Promise
verizon
innovative learning

Six Elements of Success & Application Table of Contents



Element 1: Leadership Team
A cross-functional leadership team sets a clear vision for the school, its culture, and what teaching and learning look like before putting technology in classrooms.



Element 2: Transformation Plan
A strong transformation plan unifies the vision for technology integration and device maintenance with the school improvement plan or goals for the year.



Element 3: Ongoing Professional Learning
Ongoing professional learning supports effective teacher use of technology through the use of instructional technology coaches, teams of teacher leaders, or other systems of support.



Element 4: Consistent Access
To close the Digital Learning Gap, we must make sure that students have access to technology and high-speed internet outside of school.



Element 5: Family Engagement
Schools that support family engagement in boosting student at-home digital use can expect better outcomes.



Element 6: Equity as a Mindset
Learner-informed knowledge is a prerequisite for integrating technology in an inclusive way so that students from all communities can effectively use it to achieve their goals.



Element 1: Leadership Team

Based on the self-reflection on your school's current VILS School Portfolio, create action steps that directly align to each of these criteria:

A. A clear shared vision with goals for the school, its culture, and teaching and learning.
B. A cross-functional leadership team with a diverse group of district and school leadership and stakeholders (including but not limited to district-level IT; curriculum and family engagement leaders; and school-level admin, coaches, teachers, and student leaders).
C. Opportunities for ongoing support for the leadership team, including professional conferences, webinars, online communities of practice, etc.
D. Modeling of strong leadership by adopting and utilizing powerful and innovative technology strategies.

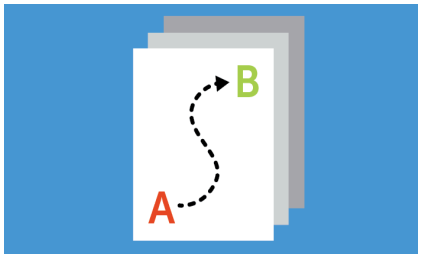
School Leaders

Action Steps, Directly Responsible Individual (DRI), and Evidence to Measure Progress

Self-Reflection Aligning

Element Criteria Addressed:	A
Action Step 1:	The administrative team will revamp the vision and mission statement of the New Brunswick Middle School to align with the work displayed in the VILS school portfolio by Sept 2023. Note: The revisions will occur collectively in June-July 2023.
DRI:	Georgette Gonzalez Lugo, Nicholas Bozza, Lisa Boutros, Norma Jackson and Angie Beneciuk
Measurable Success Indicators / Evidence:	We will brand our new vision and mission statement and include it in our staff/ student handbook for 2023-2024.

	Element Criteria Addressed:	B
	Action Step 2:	Administration will continue PTO meetings-highlighting the work in the VILS portfolio. Conduct bimonthly meetings with parents to advise,educate and provide hands-on experiences with technology. This effort will demonstrate the work that their children are currently using. (more in house action step)
	DRI:	Georgette Gonzalez Lugo, Nicholas Bozza, Lisa Boutros, Norma Jackson, Angie Beneciuk, parents and teachers.
	Measurable Success Indicators / Evidence:	Agenda, Minutes, sign in sheet, parent feedback form, surveys
	Element Criteria Addressed:	C
	Action Step:	Administration will work in conjunction with the district leadership team to map out the professional development dates/topics for 2023- 2024 and 2024 - 2025 to expand capacity and employ additional strategies in enhancing our students' learning during summer 2023 Superintendent Forum. Note: (January 2023)Discussion began with the Superintendent to map out the PD. (doing this in order to be proactive about teacher needs and planning ahead)
	DRI:	Georgette Gonzalez Lugo, Nicholas Bozza, Lisa Boutros, Norma Jackson, Angie Beneciuk, Carla Segarra, Jamie Schoebach, Zuleima Perez and Dr. Johnson.
	Measurable Success Indicators / Evidence:	A Professional Development Calendar of Professional Development days that include references/links to strategies, lesson plans and grades from teachers who have used innovative technologies in their classes.



Element 2: Transformation Plan

The VILS Sustainability Plan (this document) can serve as your Transformation Plan for Years 3 and 4. With that in mind, outline in your action steps how you will ensure the criteria below are met on an ongoing basis:

A. Technology integration, school, and district goals and initiatives are aligned to increase powerful learning for students.
B. The transformation plan is shared with teachers, families, students, and other stakeholders, keeping equity at the forefront of the plan.
C. There is flexibility to adapt and change the Transformation Plan as needed, including having an ongoing feedback loop to measure and calibrate the impact and success of the plan.

School Leaders

Action Steps, DRI, and Evidence to Measure Progress

Self-Reflection Aligning

Element Criteria Addressed:	A
Action Step 1:	We will continue to leverage the use of technology in the classroom to enhance the current curriculum (Nj learning standards). Angie Beneciuk will work with teachers during Common Planning Time to provide new ideas to teachers on how to enhance a lesson. New Brunswick Middle School will also have a VILS Lab elective course offered to students in the 2023- 2024 and 2024- 2025 school years.
DRI:	Georgette Gonzalez Lugo, Angie Beneciuk, Amy Eckert
Measurable Success Indicators / Evidence:	Continue to use the TIM-O rubric as a guide to adjust the needs of the classroom, CPT notes, lesson feedback forms and lesson plans.
Element Criteria Addressed:	B
Action Step 2:	During Back to School Night 2023 (Thursday, September 21, 2023) we will

		share the transformation plan as well as the VILS portfolio with parents. We will also showcase the VILS Lab and the Student Tech Team will run stations that will expose parents to technology currently being used in the classrooms.
	DRI:	Georgette Gonzalez Lugo , Nicholas Bozza, Lisa Boutros, Norma Jackson and Angie Beneciuk and Tech Team
	Measurable Success Indicators / Evidence:	PowerPoint Presentation, Parental attendance Log in Sheet, Agenda
	Element Criteria Addressed:	C
	Action Step 3:	Administration will meet with the VILS coach on a monthly basis to discuss progress and next steps. The Transformation Plan will be a live document and we will adjust based on monitoring, survey feedback we obtain from SCIP Committee and parent stakeholder meetings.
	DRI:	Georgette Gonzalez Lugo, Nicholas Bozza, Lisa Boutros, Norma Jackson and Angie Beneciuk
	Measurable Success Indicators / Evidence:	Meeting logs, survey feedback, and edit history log



Element 3: Ongoing Professional Learning

A. Providing access to instructional coaches that support teachers in technology integration.
B. Identifying, showcasing, and leveraging the expertise of teacher leaders.
C. Providing ongoing professional development opportunities at the district, school, and peer-led levels.
D. Using concrete experiences and activities that are explicitly linked to curriculum teachers use, their

	classroom/school context, and their individual needs and interests. ****The first action step must explicitly address how the coach role will be supported in Years 3 and 4 (stipend is Year 3 only) through specific funding sources (e.g., Title 1 funds).**
School Leaders	**Action Steps, DRI, and Evidence to Measure Progress**
	Self-Reflection Aligning
	Element Criteria Addressed: A
	Action Step 1: When the Instructional Technology team hired the VILS Coach the past two years, they actually did not hire on the basis of being a grant funded position. That was intentional so that when the funding decreased, the funds to cover that position would not be affected. For the 2023-2024 and 2024-2025 the VILS Coach salary is already accounted for in the budget.
	DRI: Carla Segarra
	Measurable Success Indicators / Evidence: Angie Beneciuk will be given a contract at the end of this year and next year her salary has been allocated in the budget for both years.
	Element Criteria Addressed: C
	Action Step 2: For the 2023-2024 and 2024-2025 school years, New Brunswick Middle School has one STEAM Experience planned to continue the work that has been rolled out. Teachers are going to continue to experience ways to include robotics, drones, virtual reality, and other technologies to embed them within their curriculum. As new programs and initiatives continue to be rolled out, teachers will get professional development on best practices. Mrs. Beneciuk will also hold CPT's related to these topics and share out resources every marking period.
	DRI: Carla Segarra Jamie Schoenbach Georgette Gonzalez Lugo ,Nicholas

		Bozza, Lisa Boutros, Norma Jackson and Angie Beneciuk
	Measurable Success Indicators / Evidence:	Sign in sheets, planning documents, Google Form Feedback, participation certificates, coach log of support for teachers that want to use these technologies
	Element Criteria Addressed:	D
	Action Step 3:	Angie Beneciuk will continue to coach teachers (most of her days, about 70% of her day) during the next two academic school years to integrate innovative technology into the current curriculum.
	DRI:	Angie Beneciuk
	Measurable Success Indicators / Evidence:	Lesson plans, curriculum, Google Calendar invites, meeting agendas



Element 4: Consistent Access

A. An accessible and robust plan for repairs and replacements that is clear and known by all teachers, students, and families.
B. Ongoing digital citizenship training and topics based on student access in school and at home.
C. Designated school IT support contact who manages and maintains device support and inventory, and coordinates with district IT contacts for school needs.
D. A student tech team of student leaders who assist with first-tier device issues and can help develop and deliver training.

Inventory Report Reflections

Reflect on your most recent inventory report (as included in the School Portfolio). In the space below, we ask that school and district leaders do the following:

1. Provide context for your current reality based on this data (e.g., explain any high number of breakages, etc.).
2. Identify the necessary action steps that will take place to improve or maintain these numbers.

	School Leader Responses:
Context for your current reality based on inventory reflections.	We are experiencing a high number of breakages (679 devices)at this time. We have contacted parents and charged them for the damages. Students have lost privileges completely. Moving forward, we are planning to conduct assemblies the first few days of school to discuss these issues. On a positive note, we have not had any lost or stolen devices. We do not have any day user numbers. Students have acquired Digital CItizenship through the STEAM COurses and LCCA.

School Leaders Questions to consider: What are school goals for lost/stolen devices and accessories? What digital citizenship initiatives can support your goals? What processes will you follow to repair and replace devices or accessories? (Note that VILS does not provide accessory orders in Years 3 and 4) What funding sources will be leveraged? Are the processes for ensuring all students have devices efficient?	Action Steps, DRI, and Evidence to Measure Progress	
	Element Criteria Addressed:	A
	Action Step 1:	The teachers will continue to use the current system of submitting tickets for VILS only devices using our Google Form: NBPS Technology - Broken Student Device Tracking. While students are waiting on device repair, they are assigned a loaner until they get their device back. The Google form is bookmarked by the district. In addition, Julio Batista sends out reminder emails of the process from time to time.
	DRI:	Julio Batista
	Measurable Success Indicators / Evidence:	Form data from the device tracking sheet
	Element Criteria Addressed:	B

	Action Step 2:	The Media Specialist teaches digital citizenship as part of her curriculum. In addition, every month, Ms. Beneciuk will provide a digital citizen lesson (tailored from Common Sense Education) monthly to all teachers to present to their LCCA classes. The lesson will be provided in English and Spanish so that all students are able to engage in the learning. Ms. Beneciuk will also send home digital citizenship family engagement tips and activities from Common Sense Media after each lesson.
	DRI:	Carol Sokolowski Angie Beneciuk
	Measurable Success Indicators / Evidence:	Slidedeck of lessons, Digital Citizen Google Drive
	Element Criteria Addressed:	C
	Action Step 3:	Review existing VILS device breakage based on the NBPS/VILS CTL Chromebook Break Fix Support Ticket (Responses) tracking sheet. Based on our numbers of devices broken beyond repair the IT department will include the purchase of new CTL devices for the upcoming school year to supplement devices. We have an existing Chromebook budget for the entire district and a portion of that will be used for CTL devices based on the school and number of devices beyond repair.
	DRI:	Andrew Levine, Julio Batista , Georgette Gonzalez Lugo
	Measurable Success Indicators / Evidence:	Monthly meetings with VILS Building IT Support Technicians to review processes, device breakage numbers and other data.

Data Usage Report Reflections

Reflect on your most recent data usage report and how your school data compares to all VILS. In the space below, we ask that school and district leaders do the following:

1. Provide context for your current reality based on this data (e.g., explain any non-users, etc.).

2. Explain how your monthly data usage report informs you. Based on trends you observe over time, what are your next steps?	
	School Leader Responses:
Context for your current reality based on data usage report reflections:	As of right now we utilize data in a number of different formats to review device usage and device breakage. From a usage perspective, we look at LTE usage through OKTA and check to see if there are students/staff exceeding the 30GB limit. We have a very small percentage of users that exceed the limit. From a breakage perspective, we have created a Google Form for staff to submit tickets on students behalf for broken or damaged devices. We track not only breakage but use this system to track our devices and where they are in the process of repair with AGI.
School Leaders Questions to consider: How does your monthly data usage report inform you? Based on trends you observe over time, what are your next steps?	**Action Steps, DRI, and Evidence to Measure Progress**
	Element Criteria Addressed: A
	Action Step 1: Continue to utilize our system of submitting tickets for VILS only devices using our Google Form: NBPS Technology - Broken Student Device Tracking. Based on our numbers of devices broken beyond repair we will include the purchase of new CTL devices for the upcoming school year to supplement devices. We also work with staff and VILS coordinators to devise a plan for proper student device care and maintenance. Make adjustments to the form as needed to meet the requirements of VILS (Device breakage reasons, etc.)
	DRI: Andrew Levine, Julio Batista, Carla Segarra, Jamie Schoenbach, Georgette Gonzalez Lugo
	Measurable Success Indicators / Evidence: Monthly meetings agenda with VILS Building IT Support Technicians to review processes, device breakage numbers and other data.
	Element Criteria Addressed: B

	Action Step 2:	In the next two school years, continue to meet with the IT and instructional technology team to review the data usage for VILS devices. Determine what is taking up large chunks of the data, how much time is being spent on the devices, and appropriate use of technology in terms of time management. Continue to educate students on a balance of technology.
	DRI:	Andrew Levine, Carla Segarra, Jamie Schoenbach, Georgette Gonzalez Lugo Julio Batista Angie Beneciuk
	Measurable Success Indicators / Evidence:	Monthly meeting agendas with VILS Team (VILS Coaches, Instructional Technology team), videos and newsletters describing the importance of balance using technology, review of OKTA reports on a monthly basis
	Element Criteria Addressed:	C
	Action Step 3:	Monthly meetings with the team to review inventory numbers as well as assess device breakage for the month.
	DRI:	Andrew Levine, Julio Batista, Carla Segarra, Jamie Schoenbach, Building Administrators
	Measurable Success Indicators / Evidence:	Monthly meeting agendas with VILS Building IT Support Technicians to review processes, device breakage numbers and other data. Compare breakage data from the District Broken Student Tracking Sheet from month to month and year to year.
School Leadership and Ownership		
	School Leader Responses:	
Who at the school level is accountable for the VILS	Julio Batista	

initiative from an IT perspective in Y3 and Y4?	
What protocols (e.g., meeting cadence structure, Teams channel, communication systems, issue reporting) are in place to ensure instruction and IT are communicating effectively?	Andrew Levine, Carla Segarra, and Jamie Schoenbach meet regularly (at least once per week) to discuss instructional technology and operational technology of which VILS is discussed. We also conduct monthly Administrator Technology Roundtable meetings to discuss technology related issues with building administrators as well as have open discussions about technology/instructional technology and upcoming initiatives.
Who is responsible for regular inventory and issue management?	Julio Batista



Element 5: Family Engagement

A. Providing multiple opportunities for families to stay informed and involved in their child's use of technology.
B. Promoting equity in parent and family engagement by delivering the information in multiple formats and languages.
C. Providing opportunities for engagement in areas such as digital citizenship, help desk information for broken devices, community-building, etc.

Action Steps, DRI, and Evidence to Measure Progress

Element Criteria Addressed:	A
Action Step 1:	During the next two academic years, families will continue to be informed

School Leaders		and involved in their child's use of technology through school events i.e. Back to School Night, Parent-Teacher Conferences, STEAM night, and communication on Talking Points. We will also continue to hold our bi-monthly PTO meetings and share out technology component.
	DRI:	Georgette Gonzalez Lugo, Nicholas Bozza, Lisa Boutros, Norma Jackson and Angie Beneciuk
	Measurable Success Indicators / Evidence:	Talking points posts, agendas, sign in sheets, calendars
	Element Criteria Addressed:	B
	Action Step 2:	During the next two school years, New Brunswick Middle School will continue to support our multilingual parents by offering translations of any communication being sent home, as well as assistive technology for those parents with disabilities. New Brunswick Middle School will also use Talking Points to provide teachers and staff with a communication platform that allows for translation. We will also have translation support during all events held.
	DRI:	Georgette Gonzalez Lugo, Nicholas Bozza, Lisa Boutros, Norma Jackson and Angie Beneciuk
	Measurable Success Indicators / Evidence:	District and school memos, Talking Points
	Element Criteria Addressed:	C
	Action Step 3:	During the next two school years, the IT department will continue to use their IT-Ticketing system to allow for staff and students to input any broken devices and get them fixed. Parents and families will continue to be informed throughout the school year of opportunities for learning on digital citizenship by receiving family engagement tips and activities from

		Common Sense Media. This will occur during BTS, PT, PTO meetings which are approximately each month. The student Tech Team will continue to hold “Lunch and Learn” for newcomers to help bridge technology gaps.
	DRI:	Julio Batista Angie Beneciuk
	Measurable Success Indicators / Evidence:	IT Ticket data, copies of newsletter , sign in sheet and agenda



Element 6: Equity as a Mindset

A. Connecting with the school community to understand and collect information on the needs in technology use, knowledge, or concerns, and using that data to help identify the indicators of diversity in your student population.
B. Participating in a mindset shift as a school to ensure all stakeholders are engaged in a growth mindset and that all students’ voices are being heard.
C. Opportunities for additional resources and program support for students from marginalized communities (based on gender, socioeconomic status, race, ELL, IEP, sexual orientation, physical ability, nationality, or other distinctions unique to their district context).

School Leaders	Action Steps, DRI, and Evidence to Measure Progress	
	Element Criteria Addressed:	A
	Action Step 1:	Analyze data gathered in order for school leaders to gain a better understanding of the diversity of their student population and the technology needs and concerns of the community. Some of the data consists of PTO minutes, Surveys, CPT minutes. All of this data will be compiled and analyzed. This information will assist us in decision making and implementing additional initiatives around technology use in the school.
	DRI:	Georgette Gonzalez Lugo, Nicholas Bozza, Lisa Boutros, Norma Jackson and

		Angie Beneciuk
	Measurable Success Indicators / Evidence:	Survey, Focus Groups, PTO, and Community Events
	Element Criteria Addressed:	B
	Action Step 2:	The SCIP (School Climate Improvement Panel) Team will have a VILS component that will have us gauge the growth mindset through LCCA (Life, College Career Advisory).
	DRI:	Kathryn Galasso , Daniel Ruffino, Gabriela Mosco , Nicholas Bozza, Georgette Gonzalez Lugo and Angie Beneciuk
	Measurable Success Indicators / Evidence:	Student Surveys, SCIP Agenda, Notes and Minutes. Offer a variety of technology classes to parents and measure how many parents log onto the students portal.
	Element Criteria Addressed:	C
	Action Step 3:	In the next two school years, the school will continue to host parent nights (Parents Nights will Occur twice a year. This is aside from PTO, PTA and Parent Teacher Conferences) to inform parents of community resources (could include, but not limited to: food services, coat drives, etc.) that will help families of all backgrounds to provide them with needed support. The student Tech Team will continue to hold Lunch and Learns for newcomers to help bridge technology gaps.
	DRI:	Georgette Gonzalez Lugo, Nicholas Bozza, Lisa Boutros, Norma Jackson and Angie Beneciuk
	Measurable Success Indicators / Evidence:	Sign In Sheets, Agenda and Pictures, parent surveys and feedback, PTO minutes