

VILS Cohort 8 Years 3 & 4 District Sustainability Plan

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. Each district is also required to submit a separate District Sustainability Plan . The Sustainability Plan will be used to guide 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. Review all of the school portfolios for your Cohort 8 schools. Step 2. Review the self-reflection portion of the School Portfolio Guide (use indicators and self-reflection found in the School Portfolio Guide). Step 3. Based on school and district leader self-reflections around the VILS program, complete the Sustainability Plan outlined in this document. *Please Note* As district leaders, you are completing a Sustainability Plan separate from the schools. You should share your completed plan with your schools as soon as possible. - 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., District Lead and District IT Lead).

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| | <ul style="list-style-type: none">- Measurable Success Indicators/Evidence = how stakeholders will measure success of the Action Step. Evidence should be measurable and time-bound. |
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Step 4. Verify completion of your plan through [this form](#) by 11:59 p.m. ET on Friday, February 10, 2023.

VILS Support Overview (1:1)



VILS



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

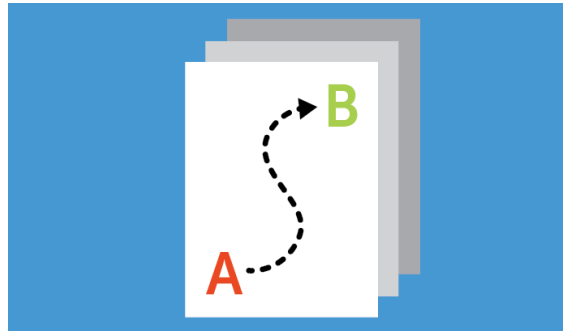


Six Elements & Application Table of Contents



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

Your three action steps should be based on areas of growth identified upon district leader review of all C8 VILS School Portfolios in your district. Each action step should address one or more of the **Leadership Team** criteria outlined below:

- 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.

District Leaders

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

Element Criteria Addressed:

B ▾

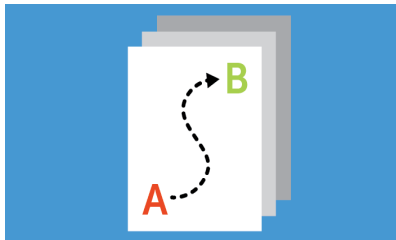
Action Step 1:

In the 2023-2024 and 2024-2025 school years, the existing team will continue to meet as stakeholders to plan family engagement events, professional development, and utilize student leaders to mentor incoming students.

DRI:

Carla Segarra , Georgette Gonzalez, Ellen Treadway, Jamie Schoenbach, Andrew Levine, Janene Rodriguez, Angie Beneciuk, Greg Pardo, student tech team

	Measurable Success Indicators / Evidence:	Workshop flyers, workshop planning documents, sign in sheets/attendance, agendas
	Element Criteria Addressed:	C ▾
	Action Step 2:	Members on the stakeholder team will continue to attend national VILS Calls (Coach Coffee Calls and IT), attend outside conferences focused on technology and integration, as well as presenting at conferences.
	DRI:	Carla Segarra, Jamie Schoenbach, Angie Beneciuk, Greg Pardo, Andrew Levine
	Measurable Success Indicators / Evidence:	Registration via Google Calendar invite, Professional Development Certificates, shared presentations, pictures from conferences
	Element Criteria Addressed:	D ▾
	Action Step 3:	During the next two school years, the instructional technology leadership team will continue to provide guidance and professional development to leadership about the shifts emerging technology is creating and what supports we can put in place to support staff as they utilize these technologies in the classroom.
	DRI:	Carla Segarra, Jamie Schoenbach
	Measurable Success Indicators / Evidence:	Sign in sheets, professional development feedback forms and certificates, videos, planning documents and agendas



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.

District Leaders

Action Steps, DRI, and Evidence to Measure Progress

Element Criteria Addressed:

A ▾

Action Step 1:

During the next two school years, the district will continue with professional development goals, including one about personalized learning in regards to technology. District initiatives will continue to push technology integration and allow for an increase in powerful learning for students.

DRI:

District Administrators, School Administrators

Measurable Success Indicators / Evidence:

Professional Development Goals, District Mission and Vision Statement, Administrator and Teacher Professional Development Goals

Element Criteria Addressed:

B ▾

Action Step 2:

The Transformation Plan will be posted on the Instructional Technology website through New Brunswick Public Schools, which is available to all families and students. It will also be shared with district administrators.

	DRI:	Jamie Schoenbach, Carla Segarra, District Administrators
	Measurable Success Indicators / Evidence:	Instructional Technology Website
	Element Criteria Addressed:	C ▾
	Action Step 3:	Over the next two school years, the VILS Team will continue to meet monthly and progress monitor the Transformation Plan to evaluate the success in the VILS' buildings. Coaches will be meeting regularly with their building admin to collect data. Data will consist of the number of lessons/meetings with teachers using transformative technology, VILS IT device numbers, as well as digital citizenship effectiveness. Based on the data, the coaches will revise and adapt to build teacher capacity.
	DRI:	Jamie Schoenbach, Carla Segarra, Angie Beneciuk, Greg Pardo, Andrew Levine
	Measurable Success Indicators / Evidence:	VILS Data log, meeting agendas



Element 3: Ongoing Professional Learning

Your three action steps should be based on areas of growth identified upon district leader review of all C8 VILS School Portfolios in your district. Each action step should address one or more of the **Ongoing Professional Learning** criteria outlined below:

- 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. *Your 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.	
District Leaders	Action Steps, DRI, and Evidence to Measure Progress	
	Element Criteria Addressed:	A ▾
	Action Step 1:	When we hired the VILS Coaches the past two years, we actually did not hire them on the basis of being a grant funded positions. That was intentional so that when the funding decreased, the money to cover those positions would not be affected. For the 2023-2024 and 2024-2025 the VILS Coach salaries are already accounted for in the budget.
	DRI:	Carla Segarra
	Measurable Success Indicators / Evidence:	Both VILS coaches will be given a contract at the end of this school year and next school year.
	Element Criteria Addressed:	C ▾
	Action Step 2:	For the 2023-2024 and 2024-2025 school years, New Brunswick Middle School, Lincoln Annex, and McKinley Schools have STEAM Experiences 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.
	DRI:	Jamie Schoenbach & Carla Segarra

	Measurable Success Indicators / Evidence:	Sign in sheets, planning documents, Google Form Feedback, participation certificates
	Element Criteria Addressed:	D ▾
	Action Step 3:	VILS Coaches will continue to coach teachers (most of their days, about 50% of their day) during the next two academic school years to integrate innovative technology into the current curriculum.
	DRI:	VILS Coaches (Angie Beneciuk, Greg Pardo) and Carla Segarra and Jamie Schoenbach
	Measurable Success Indicators / Evidence:	Lesson plans, curriculum, Google Calendar invites, meeting agendas



Element 4: Consistent Access

Your action steps should be based on areas of growth identified upon district leader review of all C8 VILS School Portfolios in your district. Each action step should address one or more of the **Consistent Access** criteria outlined below:

- 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.

Context for your current reality based on inventory reflections.

Topics to consider in your reflection:

- Repair/replace numbers
- Lost/stolen devices and accessories
- Day user numbers
- Funding sources currently being leveraged
- Digital citizenship initiatives

REFLECTIONS:

Our device breakage numbers at the Middle School continue to exceed our expectations. An issue that continues to hamper the speed of repair is the quote process from AGI and our having to create a PO for the repair. This has been discussed with AGI as well as the VILS team.

District Leaders

Questions to consider:

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.)

How will replacement of lost devices be funded?

How will accessory needs be funded/maintained?

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:

Review existing processes between district and AGI for CTL devices. Currently, the process requires AGI to create a quote for NBPS to then create a PO for the device repair. Determine annual number of replacement CTL devices for the district to purchase.

DRI:

Andrew Levine, Building IT Support Technicians

Measurable Success Indicators / Evidence:

Monthly meetings with VILS Building IT Support Technicians to review processes, device breakage numbers and other data.

Element Criteria Addressed:

B ▾

	Action Step 2:	In the 2023-2024 and 2024-2025 school years, digital citizenship through STEAM curriculum for all students in grades K-12 will continue to be taught to students in their homeroom classes, as well as their STEAM classes.
	DRI:	Jamie Schoenbach, homeroom teachers, STEAM teachers, VILS Coaches (Angie Beneciuk and Greg Pardo)
	Measurable Success Indicators / Evidence:	Newsletters, STEAM curriculum, lesson plans
	Element Criteria Addressed:	C ▾
	Action Step 3:	Review existing VILS device breakage based on our NBPS/VILS CTL Chromebook Break Fix Support Ticket (Responses) tracking sheet. 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 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, Building IT Support Technicians, Building Administrators
	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

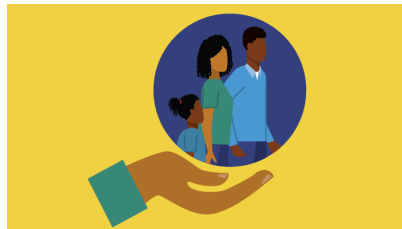
Reflect on your most recent data usage report and how your school data compares to all VILS. In the space below, we ask that school and district leaders do the following:

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?

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.	
Questions to consider:	Action Steps, DRI, and Evidence to Measure Progress	
How does your monthly data usage report inform you?	Element Criteria Addressed:	A ▾
Based on trends you observe over time, what are your next steps?	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, Building IT Support Technicians, Carla Segarra, Jamie Schoenbach, Building Administrators
	Measurable Success Indicators / Evidence:	Monthly meetings 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, Building IT Support Technicians, Carla Segarra, Jamie Schoenbach, Building Administrators, VILS Coaches
	Measurable Success Indicators / Evidence:	Monthly meetings 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:	Meeting with the team monthly to review inventory numbers as well as assess device breakage for the month.
	DRI:	Andrew Levine, Building IT Support Technicians, Carla Segarra, Jamie Schoenbach, Building Administrators
	Measurable Success Indicators / Evidence:	Monthly meetings with VILS Building IT Support Technicians to review processes, device breakage numbers and other data. Compare breakage data from month to month and year to year.
District Device Refresh Reflections		
What is the current district device refresh policy?	The district's current device refresh policy is every four years. There are exceptions to this as the pandemic and device purchasing for a very rapid rollout forced us to change our plans. We are currently in discussions with a major repair vendor to review our existing repair process and work to expedite device repair. With regards to VILS devices, we will look to purchase additional devices based on device breakage and what's been already submitted to AGI.	
How will VILS devices be integrated into the district	As mentioned previously, 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 have an existing	

hardware refresh cycle?	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.
What long-term plans are in place for after Year 4 of VILS?	At the end of year four we will be considering the status of the current fleet of devices to determine their status. Most likely, we will have to replace the majority of the fleet with a comparable device and use the remaining CTL devices as loaners.
District IT Leadership & Ownership	
Who at the district level is accountable for the VILS initiative from an IT perspective in Y3 and Y4?	Andrew Levine, Director of Technology
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?	Andrew Levine and IT Team (specifically VILS buildings - (MK)Hector Miranda, (NBMS)Julio Batista, and (LNA)Cristian Caraballo)



Element 5: Family Engagement

Your three action steps should be based on areas of growth identified upon district leader review of all C8 VILS School Portfolios in your district. Each action step should address one or more of the **Family Engagement** criteria outlined below:

- 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.

District Leaders

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 and involved in their child's use of technology through district events, parent-teacher conferences, STEAM nights, and social media posts.

DRI:

Building administrators, VILS Coaches, District Administrators and VILS Leads

Measurable Success Indicators / Evidence:

Newsletters, media release forms, Social Media posts, Talking Points

Element Criteria Addressed:

B ▾

Action Step 2:

During the next two school years, the district 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. District will also continue to provide teachers and staff with a

		communication platform that allows for translation.
	DRI:	Building administrators, VILS Coaches, District Administrators and VILS Leads
	Measurable Success Indicators / Evidence:	Newsletters, media release forms, district memorandums, 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 and the district will continue to do presentations on proper social media etiquette.
	DRI:	Building administrators, VILS Coaches, District Administrators and VILS Leads
	Measurable Success Indicators / Evidence:	IT Ticket data, district programs, sign in sheets to track participation



Element 6: Equity as a Mindset

Your three action steps should be based on areas of growth identified upon district leader review of all C8 VILS School Portfolios in your district. Each action step should address one or more of the **Equity as a Mindset** criteria outlined below:

- 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).	
District Leaders	Action Steps, DRI, and Evidence to Measure Progress	
	Element Criteria Addressed:	A ▾
	Action Step 1:	In the next two years we will gather and analyze this data, school leaders can gain a better understanding of the diversity of their student population and the technology needs and concerns of the community, which can inform decisions and initiatives around technology use in the school.
	DRI:	District and Building Administrators
	Measurable Success Indicators / Evidence:	Surveys, focus groups, PTA, community events
	Element Criteria Addressed:	B ▾
	Action Step 2:	In the next two school years, the district will continue to encourage student voice and agency (through the use of surveys and forms) to ensure all student voices are heard. From the district level, administrators will continue to encourage a growth mindset.
	DRI:	District Administrators, Building Administrators, Staff and students
	Measurable Success	Surveys, focus groups, meeting agendas

	Indicators / Evidence:	
	Element Criteria Addressed:	C ▾
	Action Step 3:	In the next two school years, the district will continue to bring in community resources (could include, but not limited to: food services, immigration lawyers, coat drives, swimming instruction, etc.) that will help families of all backgrounds to provide them with needed support.
	DRI:	District Administrators, Family liaisons, counselors, community partners
	Measurable Success Indicators / Evidence:	Meeting agendas, pamphlets, flyers, sign in sheets