2020-21 Phase Two: The Needs Assessment for Districts_09082020_13:05

2020-21 Phase Two: The Needs Assessment for Districts

Christian County
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Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the district as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** districts to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for districts, each district complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

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Protocol

. Clearly detail the process used for reviewing, analyzing and applying data results. Include names of district leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Continuous Improvement Team: The District Continuous Improvement Team is composed of the Superintendent, Assistant Superintendents, District Administrators, and School Administrators. School and District Administrators participate in monthly Administrator Academy and Instructional Leadership Team Meetings. Collaborative Planning is held twice yearly with each site-based administrator. Gather and organize data: District and school leaders gather and organize data. Data is reviewed at monthly Instructional Leadership Team meetings. District and school leaders review: state accountability data, attendance data, Quantile, Lexile, District Standard Assessment Data, common and formative assessment data. The data is shared by the schools with the district through a shared Google spreadsheet that is used for monitoring purposes. Because of the pandemic, we have not had recent data to review. Review current performance: Continuous Improvement Team identifies areas where the school met/failed to meet district, state/federal targets, or school expectations for academic proficiency, academic gap, academic growth, transition readiness, and graduation rate. Continuous Improvement Team conducts disaggregated analysis by grade level, content area, within content strands (e.g. number sense in mathematics) and by gap groups. Describe performance trends: Current performance is compared to past performance. Directions of trends for every performance indicator are identified. Prioritize performance concerns: Continuous Improvement Team identifies priority performance concerns for every indicator (academic proficiency, academic gap, academic growth, transition readiness, and graduation rate) for which the school did not meet federal, state and/or local expectations. Identify root and hypothesize potential causes: Continuous Improvement Team identifies root causes or hypothesizes potential causes for each priority performance concern. Specific data protocols are used to analyze performance data. Multiple sources of data are used to analyze root causes and reflection explicitly considers broad, systemic root causes. Teams consider the level of root causes (incidental or procedural; programmatic; systemic; external). The root cause identification identifies what schools can control rather than factors that the school cannot control. Set measurable performance targets: Long range goals based on the Kentucky Board of Education goals are set to address priority concerns. Objectives with short term targets to be attained by the end of the current school year are established. Identify solutions and actions steps: Based on the root cause analysis, the Continuous Improvement Team identifies research-based strategies and

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activities to systematically address process, practice, or condition to address the root cause in order to reach goals/objectives. Implement plan: The improvement plan is communicated to all stakeholders and implemented. Progress monitor: The improvement plan will monitor progress toward meeting performance targets. The Continuous Improvement Team will utilize scorecards, department meetings, PLCs, and RTI meetings as part of monitoring the CSIP. The implementation plan will be responsive and changed based upon progress monitoring. The district and school will utilize scorecards for short cycle planning and monitoring of the implementation of the CSIP/CDIP

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Current State

. Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:
-Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
-From 2018 to 2020, the district saw an 11% increase in novice scores in reading among students in the achievement gap.
-Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
-Teacher Attendance: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2018-19.
-The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
-Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

K-PREP Results (2018-19) -six CCPS schools scored three stars -five CCPS schools scored two stars -one CCPS school scored one star The state scored three stars at each level, elementary, middle, and high; whereas Christian County scored two stars at each level. Proficiency Separate Academic Growth Transition Readiness Elementary 60 State 70.4 Elementary 60 State 70.4 Elementary 57.7 State ?? Middle 64.2 State 72.3 Middle 59.5 State 63.3 Middle 52.5 State ?? High 45.7 State 56.8 High 59.7 State 62 District 66.6 State 66.8 Graduation Rate District 91 State 91.1 District is below the state in each indicator, with the exception of elementary Growth. GAP Groups (KPREP 2018-19) While the Kentucky Department of Education did not find any significant gaps, Christian County Public Schools still makes closing the achievement gap a priority. From 2018-19 KPREP data, it was found that: Elementary -African American students reduced Novice in math by 1% (science and social studies data is suppressed) -Students with disabilities reduced Novice in math by 1% and increased percent Proficient or Distinguished by .6%. -Economically disadvantaged students increased percent Proficient or Distinguished in writing by 5.6% Middle -African American students reduced Novice in all subjects (reading by .4%, math by .7%, science by 15.4%, and social studies by .2%), while increasing

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percent Proficient or Distinguished, (reading by 2.3%, math by 4.6%, science by 1.6%, and social studies by 1%), with the exception of writing. -Students with disabilities reduced Novice in reading (3.4%), math (2.3%), and science (17.2%) while also increasing percent Proficient or Distinguished (reading by 4%, math 2.5%, science 2.7%). Students with disabilities increased percent Proficient or Distinguished by 5.6% in writing. -Economically disadvantaged students reduced Novice in reading (.4%) and science (13%). Percent Proficient and Distinguished increased in math (3.4%) and science (8.7). High: -African American students reduced Novice in science (5.9%), while increasing percent Proficient or Distinguished by 3.5%. -Students with disabilities decreased Novice in science (7.4%) and writing (7.1%) while increasing percent Proficient or Distinguished in reading (6.4%), math (6.3%) and science (6.8%). -Students with disabilities decreased Novice in science (10.3%) while increasing percent Proficient or Distinguished (2.6%). Areas of Growth (KPREP 2018-19) Five CCPS schools improved in Proficiency from 17-18 (Indian Hills, Martin Luther King, Jr., Sinking Fork, South Christian, and Hopkinsville Middle. Four improved in Separate Academic: Pembroke, Sinking Fork, South Christian, and Christian County Middle Elementary: -Overall increase in percent Proficient or Distinguished in writing (4.3%). Middle: -Overall Novice reduction in science (12.2%), with increases in percent Proficient or Distinguished in math (2.9%), science (10.5%). High: -Overall Novice reduction in science (10.4%) while increasing percent Proficient or Distinguished (3.9%). DSA Data: Fall, 2019 ELA (Students are tested on standards at the beginning of the year. The information guides instruction throughout the year based on student needs. The District Standards Assessment (DSA) is given three times each year. The final administration following a year of instruction is used as a possible predictor of KPREP performance.) Projected Percent Proficient 3rd Grade ELA 29.4 4th Grade ELA 24.2 5th Grade ELA 32 6th Grade ELA 34.3 7th Grade ELA 29 8th Grade ELA 32.3 ENG I 21.6 ENG II 24.9 District 28.5 Projected Percent Proficient Students with Disabilities 3rd Grade ELA 8 4th Grade ELA 7.1 5th Grade ELA 8.5 6th Grade ELA 8.6 7th Grade ELA 6.7 8th Grade ELA 3.2 ENG I 3.2 ENG II 3.2 District 6.0 Projected Percent Proficient African American 3rd Grade ELA 6.1 4th Grade ELA 6 5th Grade ELA 5.7 6th Grade ELA 5.1 7th Grade ELA 19.9 8th Grade ELA 19 ENG I 15.5 ENG II 10.6 District 11.0 CCPS DSA Data Fall 2019 (Students are tested on standards at the beginning of the year. The information guides instruction throughout the year based on student needs. The District Standards Assessment (DSA) is given three times each year. The final administration following a year of instruction is used as a possible predictor of KPREP performance.) Projected Percent Proficient 3rd Grade Math 9.5 4th Grade Math 7.7 5th Grade Math 8.3 6th Grade Math 9.3 7th Grade Math 15.9 8th Grade Math 17.6 ALG I 13.3 Geometry 8 District 11.2 Projected Percent Proficient Students with Disabilities 3rd Grade Math 0 4th Grade Math .08 5th Grade Math 2.7 6th Grade Math 3.9 7th Grade Math 2.4 8th Grade Math 4.6 ALG I 5 Geometry 0 District

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2.4 Projected Percent Proficient African American 3rd Grade Math 4.1 4th Grade Math 5 5th Grade Math 4.7 6th Grade Math 2.5 7th Grade Math 5 8th Grade Math 6.4 ALG I 6.7 Geometry 7.7 District 5.3 School accountability data for the Separate Academic Indicator (Science) reveals that a significant percentage of grade 4 students score in the novice and apprentice areas of science. NUMBER TESTED 652 NOVICE 21.3% APPRENTICE 52.6% PROFICIENT 24.2% DISTINGUISHED 1.8% ACCESS Data 20 (9.6%) of the 208 EL students tested scored a 4.5 or higher on the 2019-20 ACCESS and were exited from the program. 133 (63.9%) of the 208 EL students tested scored a 4.5 or higher on the listening portion of the 19-20 ACCESS test. 18 (8.7%) of the 208 EL students tested scored a 4.5 or higher on the speaking portion of the 19-20 ACCESS test. 60 (28.8%) of the 208 EL students tested scored a 4.5 or higher on the reading portion of the 19-20 ACCESS test. 9 (4.3%) of the 208 EL students tested scored a 4.5 or higher on the writing portion of the 19-20 ACCESS test. There is a lack of substitute and teacher applicants in Christian County. Teacher recruitment and alternative certification strategies will be researched, developed and implemented based on the need to fill positions in critical shortage areas. This district currently has 15 emergency certified teachers, 2 positions unfilled. During the 2019-20 school year the Employee Engagement Survey mean score was 3.98. The district goal for the 2020-21 school year is 4.05. Improve mean response from 3.7 in SY 18 - 19 to 3.87 in SY 19 - 20 on Parent Satisfaction Survey on "I receive positive phone calls, emails, or notes about my child from school." Foster Children and Youth A foster child who has attended in one school district before foster care placement, and whose foster care placement is in another school district may require funds regarding transportation to the school of origin. Both school districts collaborate to make the decision on what is in the best interest of the student. One or the other school district can assume the entire expense for transportation or the two districts may split the cost of transportation. At this time accommodations have been made through collaboration of both districts with no additional transportation expense. Currently, 119 students are in foster care. In 18 - 19, 228 students were in foster care. 2019-20 data is incomplete due to COVID. Homeless Children and Youth District staff work closely with the Family Youth and Resource Center staff to provide assistance and make referrals to community organizations that might offer assistance. When there is a situation where a community organization cannot support, the District assists with needs for transportation, school supplies, clothing, and hygiene items, and utilities in emergency situations. Historically, our homeless numbers have been SY 15 - 16 (467); SY 16 - 17 (281); FY 17 - 18 (196); FY 18 - 19(215) FY19-20 data is incomplete due to COVID. Instructional Technology-In Christian County Public Schools the biggest instructional technology need is multi-faceted. First, we have a need for more opportunities to bridge the knowing/doing gap through coaching. Our district has access to resources however, some of our teachers and staff are intimidated by these technologies. Second, we have a need

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for an additional digital learning coach to help coach our teachers and staff with the use of instructional technologies that are available. Additional coaching opportunities made available by increasing the number of Digital Learning Coaches would strengthen the abilities of a teacher within our environment. Lastly, we need devices in the hands of our students on a daily basis being used for instruction. Our teachers cite the issue of lack of devices or access to devices as a barrier to implementing instructional technology opportunities. Safety- Safety has been a number one priority in Christian County Public Schools for many years. Our staff has gone through numerous training sessions to prepare for any crisis that could occur. We have developed a district wide emergency plan as well as a reunification plan. With SB1 our current need is training and information on Trauma Informed Care to better address the mental health needs of our students. DISCIPLINE AND SAFETY DATA SCHOOL YEAR IN SCHOOL SUSPENSION OUT OF SCHOOL SUSPENSION ARRESTS 2015-2016 1315 449 72 2016-2017 1337 544 40 2017-2018 1731 627 41 2018-2019 4,180 970 28 2019-20: Data incomplete due to COVID While PBIS has been a district-wide focus, the data reveals that disciplinary issues continue to rise. There was an increase in in-school suspensions between 2015 and 2018. There was also an increase in the number of out of school suspensions between 2015 - 2018. Numbers of student arrests have fallen which could be due to the implementation of the Memorandum of Understanding between CCPS and Law Enforcement. STUDENTS IN JUVENILE JUSTICE FACILITIES 2015 - 2016 - 53 2016 - 2017 - 32 2017 - 2018 - 34 2018 -2019 - 57 2019-20: Data incomplete due to COVID Cumberland Hall Hospital School serves students who are admitted to the facility for severe mental health concerns. The district also provides school-based therapists to work with fragile students. SCHOOL YEAR CUMBERLAND HALL HOSPITAL SCHOOL-BASED THERAPISTS 2015-2016 446 - 2016-2017 590 112 2017-2018 615 88 2018-2019 545 76 2019-20: Data incomplete due to COVID STUDENT DRUG INFRACTIONS 2015-2016 - 63 2016-2017 - 53 2017-2018 - 64 2018-2019 - 67 2019-20: Data incomplete due to COVID Infrastructure Technology- The network infrastructure in CCPS has been updated and currently is in good shape. However, there is a need to continue to update access points in some schools. With a move to online testing and already having a saturated wireless environment this is our biggest infrastructure need in order to support the students needs and the number of devices used to complete the online accountability. The district also needs a way to monitor the use of online programs in order to determine if they are being used and to determine the impact on instruction. It will help to guide the district in making recommendations to schools on the purchase of online solutions. Facilities- CCPS currently operates 17 buildings, 15 of which are schools. Our elementary schools and middle schools are rated 1-3 on a scale of 5. Our biggest need is in our high schools. Christian County High School is rated a 4 while Hopkinsville High School is at a 5. Both buildings are over 50 years old and in

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need of replacement. They are over capacity, the wiring, plumbing, and HVAC have gone beyond their life expectancy, and they are very difficult to secure.

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Priorities/Concerns

. Clearly and concisely identify areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

Academic: Elementary overall Novice increased in 2019 from 2018 in all subjects. Reading (1.2%), math (1.5%), science (4.2%), social studies (2%), and writing (6.2%) Students with Disabilities increased Novice in science by 11.5% and writing by 14.1% African American students increased Novice in writing by 10.3% Middle overall Novice increased in math (2.1%), social studies (2.2%), and writing (7.6%) in 2019 from 2018. African American students increased Novice in writing by 6.2% Students with Disabilities increased Novice in social studies by 7.8% and writing by 11% Economically Disadvantaged students increased Novice in writing by 9.8% High overall Novice increased in reading (10.5%) and math (5%) in 2019 from 2018. African American students increased Novice in reading by 21% and math by 10.4% Students with Disabilities increased Novice in reading by 9.6% Economically disadvantaged students increased Novice in reading by 18.3% and math by 10.8% Schools are implementing balanced literacy. There is an ongoing need for training, support, and appropriate supplemental materials. Teachers are at different levels implementing balanced literacy components. Another priority is to provide teachers support as they implement interventions for Tier II and Tier III students. EL students score significantly higher on the listening portion of the ACCESS test. There is a need for a progress monitoring tool to assist teachers with adjusting instruction throughout the year to meet the needs of the EL students in speaking, reading, and writing. EL students regress over the summer when they do not have opportunities to read, write, listen, and speak English. School staffing is monitored and addressed to ensure student safety and academic needs are met. We have a severe lack of applicants for our teaching positions, as well as a lack of substitute teachers. We have a need for a Teacher Recruiter who can work with the local colleges and universities to recruit for Christian County Public Schools. Our greatest weakness is our high school facilities. On a scale of 1-5 (5 being the worst) Christian County High School is a 4 and Hopkinsville High School is a 5. Both buildings are over capacity, worn out, and difficult to secure. Both buildings have an estimated renovation cost of $38-$45 million with a replacement cost for the academic portions at $40 million each. The biggest technology need in our district is to continue to migrate from a traditional computer lab setting to wireless devices in the hands of our students.

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With the changes in the landscape of accountability getting devices in the hands of students is a need. This also ties in to our biggest instructional technology need as we will need coaches available to assist with the introduction of more devices and ensure there is seamless migration from more traditional instructional methods. Currently our district has handheld devices, i.e. Chromebooks or Laptops, for approximately half of our students, but we are steadily moving to 1:1. The current priority for the CCPS technology department is to ensure that all schools have an environment that is capable to handle the demands of 21st Century Learning through our wireless network. Along with making sure our wireless is ready to go we are needing to create paths for introducing more devices into our buildings in order to make sure lack of devices is not a hurdle. Our Technology department has also worked very hard to install wireless points across our county in order for students who are participating in Non Traditional Instruction to participate in their instruction without technology being a barrier.

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Trends

. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Academic: As a whole, our district remains concerned for the performance level of our demographic groups; specifically Students with Disabilities. Our Students with disabilities increased Novice in reading by 9.6% this year, and Novice in math by 2.2% at the high school level. At the middle school level, our Students with disabilities increased Novice in social studies by 7.8% and writing by 11%, even though this same group decreased Novice in reading, math, and science. The most concerning is at the elementary level. Our students with disabilities increased Novice in reading by 1.5%, science by 11.5%, social studies by 6.9%, and writing by 14.1%. Teacher attendance rate is 94.75%. Recruitment of teachers in critical shortage areas and emergency certified teacher numbers have risen. The district currently has 6 critical shortage openings. Middle and high school math and special education openings are very difficult to fill. School staffing meeting academic and safety needs of students. State guidelines are met when staffing schools. Data systems to enhance and improve efficiency Current trends within education technology is pushing towards collaborative learning, learning outside the classroom environment, learning through Augmented Reality (AR) and Virtual Reality (VR), and even the gamification in education. Edtech has allowed for students and teachers to work more collaboratively as technology allows for real-time collaboration and interactivity. This also pushes learning outside the walls of the classroom as technology can provide access to resources beyond the four walls of a school building. AR and VR also push this boundary beyond the walls of the classroom as students can explore everything from parts of a cell to take virtual field trips around the world. Reading, speaking, and writing are the areas where EL students continue to lag behind their peers in achieving English proficiency.

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Potential Source of Problem

. Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

Academic: KCWP 2: Design and Deliver Instruction. The District has developed an Instructional Framework, with input from administrators and teachers, that has been rolled out to all certified staff. The Framework is monitored through observations, PLCs,CLT meetings. and Deep Dive. The Instructional Framework includes: Six key areas identified by CCPS Curriculum Leadership members as critical for realizing the district vision statement Connections to other district initiatives Logic models that include Observable student behaviors Observable teacher behaviors Observable school and district leader behaviors and Connections to district wide, high-leverage research-based strategies and practices KCWP 1: Design and Deploy Standards, KCWP 2: Design and Deliver Instruction, KCWP 3: Design and Deliver Assessment Literacy, and KCWP 4: Review, Analyze, and Apply Data. The District has developed a PLC Guidance Document that has been rolled out for the 2019-20 school year. This document uses the Plan, Do, Study, Act model as prescribed by KDE. Schools were trained in the model at a District Retreat in July, 2019. Each District instructional department member is responsible for the monitoring of two schools in the district, by being an active participant in PLCs and providing coaching and feedback on the process. Each piece of the Plan, Do, Study, Act contains Professional Actions for teachers and leaders, with specific input for how each piece should look in a PLC. PDSA is meant to be fluid, with teacher teams working through the process at their own pace as guided by building administration. KCWP 3: Design and Deliver Assessment Literacy. Classroom Assessment for Student Learning emphasizes assessment for learning strategies and 1) provides effective targeted, penalty free practice for students 2) Enables students to take responsibility for their own learning 3) Improves student motivation and enables students to be in control of their own learning 4) Improves student achievement. EL students need a more accurate progress monitoring tool to determine their growth. The one year ACCESS test is a snapshot of their performance during the middle of the school year. By the time we have results

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back, the school year is ending. A progress monitoring tool or assessment would help us to determine the impact of summer loss when students are not engaged in speaking, reading, writing, listening English. It would also help to determine the impact of the EL Summer Learning Academy for those EL students who are participating. KCWP 2: Design and Deliver Instruction/KCWP Design and Deliver Assessment Literacy/KCWP 4: Review, Analyze, and Apply Data/KCWP Design, Align, and Deliver Support. Schools have been implementing district-wide Tier 3 intervention programs with coaching support. As schools move toward more individualized solutions for their school populations, they will need assistance in the design and fit of appropriate interventions, progress monitoring interventions, reviewing, analyzing and adjusting instruction based on intervention data, and then support provided must align to their needs. KCWP 6: Establishing Learning Culture and Environment The environment in which students learn and the support they are offered to meet their individual needs is just as important as solid curriculum, instruction, and systems of continuous improvement. Students need to know they are safe and their needs will be met, no matter what those needs are. This is how you know that your environment is one that creates support for positive behavior. Schools must ensure students are learning at the optimal level in a safe learning environment. Focus on student and employee attendance rates will be monitored, addressed and recognized for improvement. Recruitment and alternative certification strategies will be researched, developed and updated to ensure the best employees are hired by CCPS. Staffing allocations and budgets will be reviewed to ensure student safety and instructional needs are met. Implementation of Frontline Solutions will occur to streamline systems for efficiency.

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Strengths/Leverages

. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Academic: Five CCPS schools improved in Proficiency from 17-18 (Indian Hills, Martin Luther King, Jr., Sinking Fork, South Christian, and Hopkinsville Middle. Four improved in Separate Academic: Pembroke, Sinking Fork, South Christian, and Christian County Middle Elementary: -Overall increase in percent Proficient or Distinguished in writing (4.3%). Middle: -Overall Novice reduction in science (12.2%), with increases in percent Proficient or Distinguished in math (2.9%), science (10.5%). High: -Overall Novice reduction in science (10.4%) while increasing percent Proficient or Distinguished (3.9%). Student attendance rates are strong and continue to rise due to implementation and monitoring of School Attendance Plans. In addition to the KDE state attendance audits, the district has implemented internal attendance audits each year to ensure best practice state guidelines are implemented. In addition, attendance and truancy policy and procedures have been developed, staff trained and implemented district wide. The parents/guardians are trained during truancy intervention conferences. Strong working relationships with regional Universities in the area of recruitment, student teacher placements and opportunities for practicum within our schools. Frontline solutions has been purchased and implemented. This is helping to streamline evaluation, professional learning, and absence management across the district. The district has a robust EL Parent Outreach program that meets every Monday evening following the district calendar. District-wide intervention programs support students who experience mobility within the district and provides a common language of intervention between schools for Tier 3 interventions. Positive Behavior Intervention Systems are being implemented in all district schools. One of the biggest strengths that CCPS has is its people, and the willingness of the people to work together to come up with solutions that are the best fit for our students. Technology in Christian County has come a long way in the last 5-10 years. As we continue to make advancements it will not be a device that changes the landscape of education in our school system it will be the people coming together with the devices to transform the learning environment for our students.

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Attachment Summary

Attachment Name	Description	Associated Item(s)