



Technology and Learning Connections

Increasing student achievement through the systemic alignment of technology, policies, and curriculum in a multi-tiered system of supports.

Escambia County AEM Meeting

Agenda

10:00 AM June 5, 2017 | Escambia County School District |

AEM Wiki: <https://aem-florida.wikispaces.com/home>

In attendance: Teri Szafran, Sondra Hill, Judy Peacock, Julie Tourney, Tony Dutra, Julie Kaple, David Davis; Joy Zabala & Cynthia Curry (Virtually)

Key Questions

- What is our goal(s) in working with our districts?
 - Increase the effectiveness of Tier 1 instruction for all students
 - Move the current data of low-performing students forward
 - Provide access to the curriculum at grade level
 - Changing the environment so that SWD are included

- What steps do we need to work toward that goal?
 - Collect data points (FSA scores for ESOL, Level 1 students, Attendance data, Behavior data(possibly))
 - Meet with school administration and district level staff (identified staff)
 - Focus on moving the data forward; “What we’re doing will change the data”
 - Focus on “To whom are materials accessible?”
 - uPAR site-license provided by PS/RtI Tech (possibly with Snap & Read)

- What barriers do we expect to encounter?
 - IT issues
 - “Buy in” from teachers
 - Resistance to change in practice and beliefs
 - Belief that any support is “unfair advantage”



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- Reading department should include ALL students when supporting literacy

- What supports will we need in working with our districts?
 - IT support (installation and support for software)
 - Training for staff (Gen Ed & ESE), Media Specialist, Tech specialist (school-based),

Brainstorm barriers to having flexible and appropriate educational materials and technologies for all students.

- IT issues (Chromebook 1:1 initiative)
- Direct download of materials by students (currently teacher does this)
- Support staff to request/provide materials
- Publisher compliance/appropriate materials

Brainstorm types of data to collect to measure progress.

- FSA Proficiency Scores
- Attendance data
- Behavior data
- AT request data
- Other data as suggested by Just Read Florida
- Student Engagement survey
- Teacher survey (possibly)

Brainstorm support services.

- Escambia AT Team (Julie Kaple, Pam Levan, Amy Curry)
- FDLRS Emerald Coast (Julie Tourney, Tech; HRD staff)
- FIN (Georganna Schellang Gordon)
- PS/RtI Tech
- PS/RtI Literacy/Math specialists
- Just Read Florida



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List school or schools to target here.

- Pensacola High School

What supports will the teachers - administrators - tech staff need?

- Materials acquisition
- Tech support
- Training on tech tools, software, and AEM/UDL

List initial action steps here.

- Schedule next team meeting with the following invited:
 - PHS administration, David Williams, Principal & Jessica Canales, AP
 - District Reading Specialist, Brian Spivey or Lisa Marsh
 - District HS Director, Lesa Morgan
 - Instructional Technology Director, Tom Ingram
 - Staff Development Director, Brian Alaback
 - Determine language of what we are doing
 - Schedule support and training

***Meeting being scheduled by Teri Szafran

Additional notes:

- Current AIM in Escambia County include materials from NIMAC, Bookshare, Learning Ally, scanning of text books
- Use of Google Docs to share materials, Snaptyping and Kami Apps
- PHS has not made a request for materials in recent years
- Escambia County students have access to public library; currently working on access on Chromebooks
- Just Read Florida director, Heather Willis-Doxie
 - Request resources and data



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- August 2 – Teachers return
- August 10 – Students return
- Verify availability of headphone/earbuds for student use
- Possibly train students on use of tools
- Research articles requested have been added to the wiki (Joy and David will add more)
- uPAR has been used at Lipscomb Elementary with the support of Pam Levan
- Current year is social studies adoption year
- 2017-2018 is math adoption year
- NIMAS requirement should be in contract
- District moving towards OEM (Open Educational Materials/Resources) in the future
- AEM Webinar 6/14 (possibly share input from Escambia County)
- Pilot will be supported for 2 years by the PS/RtI Technology Project (Additional information received after the meeting)

All district representatives participated with input on the current status of Escambia County using the Quality Indicators listed on the wiki and below. Responses are noted in red.

1. The agency has a coordinated system for the provision of appropriate, high-quality accessible materials and technologies for all learners with disabilities who require them. **SH – 1; TS – 3; PL – 2; JT – 3; JK - 2**
2. The agency supports the acquisition and provision of appropriate accessible materials and technologies in a **timely manner**. **SH – 3; TS – 3; PL – 3; JT – 3; JK - 3**
3. The agency develops and implements written guidelines related to effective and efficient **acquisition, provision**, and use of accessible materials and technologies. **SH – 2; TS – 2; PL – 2; JT – 2; JK - 2**
4. The agency provides or arranges for comprehensive learning opportunities and technical assistance that address **all** aspects of the need, selection, acquisition and use of accessible materials and technologies. **SH – 2; TS – 2; PL – 2; JT – 1.5; JK - 2**
5. The agency develops and implements a systematic data collection process to monitor and evaluate the equitable, **timely provision of appropriate, high-quality accessible materials** and technologies. **SH – 4; TS – 4; PL – 3; JT – 4; JK – 3.5**
6. The agency uses the data collected to **guide changes that support continuous improvement in all aspects of the systemic** provision and use of accessible materials and technologies. **SH – 4; TS – 4; PL – 4; JT – 4; JK – 4**
7. The agency allocates resources sufficient to ensure the delivery and sustainability of quality services to learners with disabilities who need accessible materials and technologies. **SH – 4; TS – 4; PL – 4; JT – 4.5; JK – 4**



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PS RtI

Problem Solving/Response to Intervention