

District Learning Technology Plan
AOS 98 Rocky Channels School
District

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2017**

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Schools Affected by the Plan:

Boothbay Region High School
Boothbay Region Elementary
School Southport Central School
Edgecomb Eddy School
Georgetown Central School

Section II: Shared Vision for Learning: The Rocky Channel Community School District believes education is a lifelong process which begins with our students and their families, extends to our schools and encompasses our entire community. Our common goals are to create a safe environment, stress academic excellence, respect diversity, and promote self-awareness and an appreciation of the world. Shared high

expectations lead all students to develop the knowledge and skills to participate constructively and creatively in society. Our vision for education is based upon the following beliefs:

About student learning we believe that:

- 21st-century student learning is an active process where students are engaged in meaningful learning opportunities that will lead them to meet their potential.
- Students need clear expectations and a safe learning environment.
- Students are individuals with unique learning styles.

About educators and educating we believe that:

- Effective educators have high expectations for all students, but even higher expectations for themselves.
- Effective educators create a positive atmosphere in their classrooms and schools. They are student focused, flexible and value learning.

About learning communities we believe that:

- Learning communities are positive, safe and nurturing environments that embrace academic risks.
- Effective learning communities are learning centered, engage children, and motivate learners.
- As a learning community we value deep and critical discussions about our work.
- For true learning communities to exist, the link between school, home and the community must be strong.

About assessment we believe that:

- Effective use of technology will allow students to produce knowledge not just “consume” knowledge.
- Technology will facilitate the availability of all student assessment data in one database.
- Technology will allow for immediate formative assessment that focuses on what students are learning instead of what they have learned.

About curriculum we believe that:

- Technology allows teachers and students to develop their own learning

communities.

- Technology can facilitate collaboration at district, state, national, and worldwide levels.
- Curricula must incorporate explicit content on ethical and responsible use of technology.

About instruction we believe that:

- Technology allows for instruction and collaboration to occur on-site and on-line.
- Technology facilitates differentiation for process, content, product, and assessment.
- Technology allows for student voice and choice, facilitating student ownership and control of their learning.

About administration we believe that:

- Technology use and selection must balance financial and human resources while providing on-going professional development.
- Technology integration must be evaluated with defined standards and clear assessments.
- Administrators must model technology integration and the responsible and ethical use of technology for the school and community.

About learning we believe that technology integration should focus on:

- Informational literacy or the ability to identify, retrieve, evaluate, and use information.
- Media literacy or the ability to consume, understand, produce, and communicate with a variety of media types.
- Digital citizenship or the ability to evaluate and use technologies appropriately and safely.
- Making real the promise of education as a self-directed, continuous and lifelong process.

The Rocky Channels School District has adopted the following Guiding Principles from the Maine Learning Results. Students graduating from the Rocky Channels School District must become:

1) An effective communicator who

- Demonstrates organized and purposeful communication in English and at

least one other language.

- Uses evidence and logic appropriately in communication.
- Adjusts communication based on the audience.
- Uses a variety of modes of expression (spoken, written, and visual and performing including the use of technology to create and share expressions).

2) A lifelong learner who

- Recognizes the need for information and locates and evaluates resources.
- Applies knowledge to set goals and make informed decisions.
- Applies knowledge in new contexts.
- Demonstrates initiative and independence.
- Demonstrates flexibility including the ability to learn, unlearn, and relearn.
- Demonstrates reliability and concern for quality.
- Uses interpersonal skills to learn and work with individuals from diverse backgrounds.

3) A healthy individual who

- Makes knowledgeable decisions regarding physical and mental well-being.
- Accepts responsibility for his or her own actions.
- Demonstrates an understanding of moral and ethical choices.
- Reacts to adversity in responsible ways and adapts to challenging circumstances.

4) A productive worker who

- Completes tasks independently.
- Collaborates with others.
- Plans, creates, evaluates, and recognizes quality products.
- Assumes accountability for their work.
- Manages time, space, resources, and technology.

5) A responsible citizen who

- Participates positively in the community and designs creative solutions to meet human needs and wants.
- Accepts responsibility for personal decisions and actions.
- Demonstrates ethical behavior and the moral courage to sustain it.
- Understands and respects diversity
- Displays global awareness and economic and civic literacy
- Demonstrates awareness of personal and community health and wellness.

6) A creative and practical problem solver who

- Observes and evaluates situations to define problems.
- Frames questions, makes predictions and designs data/information collection and analysis strategies.
- Identifies patterns, trends, and relationships that apply to solutions.
- Generates a variety of solutions, builds a case for a best response and critically evaluates the effectiveness of the response.
- Sees opportunities, finds resources, and seeks results.
- Uses information and technology to solve problems.
- Perseveres in challenging situations.

7) An integrative and informed thinker who

- Gains and applies knowledge across disciplines and learning contexts and to real-life situations with and without technology.
- Evaluates and synthesizes information from multiple sources.
- Applies ideas across disciplines.
- Applies systems thinking to understand the interaction and influence of related parts on each other and on outcomes.

The Rocky Channels School System has developed the following goals as part of its' Technology Plan.

Learning All learners will have engaging and empowering learning experiences both in and out of school that prepare them to be active, creative, knowledgeable, and

ethical participants in our globally networked society.

- Update and revise content area standards to reflect the use of technology to improve learning and reflect 21st-century skills.
- Move curricular and instructional resources to digital locations that allow for access anytime and anywhere by any student.

Assessment Leverage the power of technology to measure what matters and use assessment data for continuous improvement.

- Begin to implement assessments that give students and teachers timely and actionable feedback about student learning.
- Provide training and professional development to increase the capacity of educators to use technology for both formative and summative assessment.
- Update practices and policies to ensure privacy and information protection while still enabling the gathering and sharing of student assessment data.

Teaching Support educators individually and in teams with technology that connects them to data, content, resources, expertise, learning experiences, and each other to enable more effective teaching.

- Increase the opportunities for educators to have access to technology-based content, resources, and tools.
- Use technology to provide all learners with online access to effective teaching.
- Provide in-service professional development powered by technology that increases digital literacy and enables the creation of compelling assignments that improve learning, assessment, and instructional practices.

Infrastructure All students and educators will have access to a comprehensive infrastructure.

- Provide all students with broadband access to the internet while in school.
- Ensure that every student and educator has at least one internet access device and the appropriate software and resources for research, communication, multimedia content creation, and collaboration while in school.
- Repurpose the computer lab on the 2nd floor of the high-school.
- Utilize professional staff (technology integrators) and technical support to assist with the integration of technology.

- Determine total costs for technology as a percentage of total spending.
- Move towards the adoption of open-source educational resources and cloud-based resources.
- Move towards the adoption of interoperability standards for content and curricular resources, student data systems, and financial data systems to improve the ability to make data driven decisions.

Productivity Utilize technology to improve learning outcomes while making more efficient use of time, money, and staff.

- Adopt evaluation standards for the use of technology in educational environments.
- Collect data on how and when we use technology throughout the district.
- Establish a plan and timeline to integrate data systems across the district.

Section III: Shared Leadership: The 2017-2020 Technology Planning Committee for AOS 98 includes parents, teachers, administrators, business and other community persons. This collaboration occurs as often as possible in face to face meetings, but a number of other modes are also used to share information with parents, seek input on policies, and involve others. Of the many ways the schools of the Rocky Channels School District involve parents, teachers, students and the community, several are shared below.

Newsletters are mailed to parents, but can also be read on the following school and district web sites:

<http://boothbayregionelementaryschool.org> <http://www.edgecombschool.org>
<http://www.boothbayschools.org/news.html>
<https://sites.google.com/a/aos98-southport.org/southport/>
<http://aos98schools.org/schools/georgetown-central-school>
<http://aos98schools.org/news>

The high school principal sends daily email updates to approximately 200 parents each day and again at the close of each trimester. A newsletter is sent by the athletic director on extracurricular activities.

The purpose is to keep parents abreast of school activities. Articles in the local

newspaper (Boothbay Register) are also intended to keep the community informed and invite them into the classrooms to observe how the technology is being utilized. These newsletters also provide information to parents on issues surrounding Digital literacy including digital citizenship, cyber-bullying, and harassment.

- There is a homework hotline in place at BRHS. The hotline link is located on the school's web site:

<http://www.boothbayschools.org>.

- BRHS maintains a Facebook page to keep parents informed of current events.

<http://www.facebook.com/pages/Boothbay-Region-High-School/168303379198>

- AOS 98 maintains a Facebook page to keep parents informed of current events.

<https://www.facebook.com/pages/AOS-98-Rocky-Channels-School-District/184080951782456>

- The AOS 98 Central Office maintains a Blog for communication with staff, parents, and the community.

<http://aos98.wordpress.com>

- BRHS and BRES maintain updated sports schedule at the following links;

<http://www.highschoolsports.net/school/Boothbay-Region-High-School-Boothbay-Harbor-ME/>

<http://boothbayregionelementaryschool.org/sports.htm>

- Individual teachers also maintain webpages, wiki's, Facebook pages, and blogs to keep students and parents informed of assignments and to showcase student work. All k-8 teachers at Boothbay Region Elementary School maintain a web

page for parents to access. Examples include:

<http://boothbayregionelementaryschool.org/calendar.htm>

<http://brhslibrary.blogspot.com/>

http://herrschkrioba.pbworks.com/w/session/login?return_to=http%3A%2F%2Fherrschkrioba.pbworks.com%2Fw%2Fpage%2F29184044%2Ferste-Seiten

www.brhsecology.blogspot.com

<http://web.me.com/imacfrog7>

<http://www.facebook.com/pages/Lady-SeaHawk-Basketball/156226237753880>

- Information is also available to parents and students on our Student Information System

<http://www.boothbayschools.org/PS/PSinfo.html>

At all schools in the Rocky Channels School District homework assignments are posted on individual teacher web pages, Facebook Pages, and blogs located at the sites listed above.

The entire district now uses PowerSchool as its student information system (SIS). All parents of high school students have direct access to their child's grades, attendance records, and daily bulletins online. High school students also have access to the same information via PowerSchool. Parents of middle school students have access to the PowerSchool parent portal also. Access for parents in the remaining schools of AOS 98 will occur over the next 18 months.

Student expectations for the proper use of technology are presented in the district's Acceptable Use Policy agreement (AUP). Signed AUPs are collected for all students. A digital copy and a FAQ link are maintained on the school's website. Students in the high school receive instruction in their freshman year on topics in digital literacy including cyber-bullying and harassment. Finally, policy review occurs to insure that current practice is supported by policy and that policies are forward leaning and reflect current best practices.

Our vision of technology integration in curricula and instruction is based upon models promoted by the MLTI initiative and developed by Ruben Puentedura. The SAMR and TPCK model is used to evaluate both methods and choices of software and hardware. These models are supported by the draft rubrics proposed by ISTE for evaluating both teachers and students in technology use and acquisition.

AOS 98 continues to move to a one to one environment k-12 and expects to provide a device to all students in grades k-12 by the end of this technology plan. This access will allow for a fuller implementation of technology integration. This deployment has begun in all schools and is substantially complete in CSD 3 and Southport

The deployment of these devices is supported by professional off-site development opportunities, supported by district funds, and in-house professional development (technology Wednesdays, in-service opportunities, and teacher leaders and mentors) to promote effective use and integration. In-service opportunities are provided for teacher's to develop units integrating technology.

Appropriate technology staffing must support access to technology and professional development. At BRES and BRHS staffing is currently 1 librarian and a full time technology integrator, a full-time technology coordinator at the elementary school, and IT specialist, a part-time data manager, several staff who are stipended to provide assistance and an assistant superintendent who serves as a technology director. At Edgecomb Eddy school, Julie Higgins serves as a technology integrator and coordinator, while Eilene Higgins serves this role at Southport Elementary School. Georgetown utilizes a librarian/technology coordinator.

As the number of opportunities for students and staff to integrate technology increase and the number of devices increase, the district must continue to increase technical support. We recommend that the district consider the hiring of a full-time technician to problem solve and fix hardware and software issues. This role is currently the responsibility of the technology coordinators in each building, except in CSD 3, which has an IT specialist. Their professional expertise would be better served as administrators for the various systems used throughout the district.

Technology has and will continue to be integrated in all forms of assessment throughout the district. NWEA, a computer based assessment system, is used grades 3- 12 in reading and mathematics. Its' use has been broadened to science in the high school. Our student information system (PowerSchool) is computer based and has been implemented grades 7-12 for both summative assessment data and for teacher grade-books. An online portfolio system, Richer Picture, is being used at the high school to collect and archive student assessment information to inform the district's proficiency based graduation standards. Other grades in the elementary school use Google Docs to build teacher report cards and reporting mechanisms. All student demographic data k-12 is accessed and stored in PowerSchool. A digital tagging system is used 7-12 to identify and notify students that they are expected to be in a given teacher's room during the school wide intervention periods.

Teacher based assessments implementing technology have begun using Google Docs and polling technology. This trend is expected to continue over the next 3 years

as the both the high school and elementary schools have adopted Google Apps for Education. Google Apps domains have been established in all schools within the district. In addition the use of iTunes university has begun in both classrooms and as a professional development tool used by technology staff to deliver information.

CSD 3

The BRES elementary school has made a concerted effort to provide greater access to computers by providing a laptop cart with laptops and an LCD projector at every grade level. In grades 5-8 the elementary school has provided one-to-one iPads so that all students have equal access to technology use at school. K-2 students are also provided access to iPads in a one-to-one model. Grades 3-4 use laptops to provide one- to-one access. Middle school students in grades 7 and 8 have iPads through the MLTI program and have take-home privileges so they may work on school projects at home.

Students and their teachers may also use the computer lab where technology instruction is provided by the tech coordinator at the elementary school, the elementary school librarian and the high school librarian. There has been an ongoing progression of exposure to technology skills from Kindergarten (Kid Pics), blogging in second grade, research skills (4th grade and up), and the use of the extensive software available through the MLTI program at the Middle School level, and keyboarding skills in all grades. The 5 and 6 grades are provided with the same suite of apps on their iPads as the students in grades 7 and 8.

The high school currently has two computer labs and three laptop carts that can be signed out for classroom use. All students at the highschool are provided with iPads and allowed to take them home. These iPads are provided through MLTI for grades 9 and 10, the 11th and 12th grade iPads are owned by the school but provide the same suite of apps for all students. Supervision of the high school computer lab often falls on the shoulders of the high school librarian and the library educational technician. The high school librarian has filled in to some extent but time continues to be a major factor. Two full time technology integrators, and IT specialist are available in the CSD for support of teachers and students.

Professional development has focused on the use of Wednesday early release time. One Wednesday a month is designated as Tech Wednesday. On these days, knowledgeable staff members share their expertise on a variety of topics. These topics have included the use of various software such as Skype, Google Docs, Noteshare,

Keynote, Garage Band, the use of Whiteboards and document cameras (Elmo & others), the creation of Classroom web pages, and the use of Library databases. Future instruction will include webinars, video editing and time to become comfortable using the new technologies and software. As a result of this instruction teachers have found new opportunities to work with technology to enhance student understanding and achievement.

Edgecomb Eddy School

The Edgecomb Eddy school provides a computer lab and 2 laptop carts for student and teacher use throughout the day. iPads have been introduced at each grade level, with several available for teacher and student use, primarily as a support for differentiation and remediation. The Special Services department relies heavily upon iPads for support of their students. The school and school committee are planning to make a decision on one platform for future purchases beginning in the 2014-2015 school year. The goal is to provide uniform access, support and the ability to keep a consistent professional development plan across all grades. A new network was deployed in the building during the spring of 2014. A plan to add a DHCP server in the 2014/2015 school year is in the budget.

Edgecomb Eddy depends upon a part time technology coordinator and the services of the assistant superintendent to support staff. Professional development is primarily delivered during early release time and beginning in the 2014/2015 school year will be delivered using a new technology coaching model developed in the spring of 2014.

Southport Central School

Southport Central School has made substantial investments in technology devices and supporting hardware. Classrooms were outfitted with smartboards and projectors in the 2013/2014 school year. Southport students have access to one-to-one computers (Macbooks) and iPads in each of their classrooms. Teachers have been provided with Macbook Airs in the 2013/2014 school year. An online professional development system was purchased in the 2013/2014 school year to support on- demand and inservice work with staff around technology integration. Southport depends upon a part-time technology coordinator and the assistant superintendent for other professional development and technology support. Over the

length of this technology plan, budgeting and deployment for a new network will be undertaken in Southport.

Georgetown Central School

Georgetown Central School is one-to-one k-6 using a combination of Macbooks and iPads. All teachers have a laptop and access to an iPad. The current wireless network is slated for replacement in the 2014/2015 school year. Georgetown has a full time librarian/technology integrator who provides technical support and technology integration for all staff members. This position is also responsible for the delivery of professional development, though many opportunities for off-site professional development around technology integration have occurred and are planned for the 2014-2017 school years. A substantial investment has been made in developing a robotics and stem program at grades from 1-6 over the 2013/2014 school year. This has included the purchasing of software and hardware to support this curricular initiative.

Georgetown Central School will plan over the life of this technology plan to update their wireless network, replace current inventories of ipads, teacher laptops, and 5/6 grade laptops. The goal by the end of 2017 is to replace all devices and implement a 4-5 year replacement cycle to minimize costs in any one year.

Section IV: District Learning Technology Data and Action Plan:

This data was collected in January 2017 using the BrightBytes survey for teachers and students.

Section IV, Part A: Student Learning & Teacher Practice

Results of the Data

Implications

There appears to be a slight discrepancy in teacher and student perceptions of the frequency of computer use in the classroom. 66% of our teachers reported that students use computers in classes almost daily while 81% of our students reported daily use. This could be in part because students are reporting their daily experience with multiple teachers while teachers are reporting only what happens in their own

classrooms. The frequency of classroom use naturally varies more among teachers than it likely would among students. Our students take a variety of STEM and humanities classes and some classes naturally require daily use (e.g. Robotics, Digital Literacy, Computer Graphics, AP4ALL and other independent online courses) while others may require less use (e. g. Physical Education, Performing Arts). It's likely that a student would be required to use a computing device at least daily in one or more classes, but a teacher in a particular content area may not require daily use. Students may also choose to do some tasks digitally on their iPads even when the teacher did not specifically assign a digital task (e.g. digital note taking). However, if students and teachers were asked to report "at least weekly use," the results would be closer with 95% of students and 92% of teachers responding positively. This leads us to believe that computer use is pervasive throughout our school.

There may, however, be some courses that could be modified or redefined (see SAMR model) through stronger technology integration to better meet the needs of our students. Our district has been using Rubicon Atlas for curriculum mapping. This documentation could help our technology integrators identify grade levels and content areas where teachers could be coached to refine their curriculum design and make better use of our technology to help students meet standards.

Implications

These questions may have confused students and teachers since they do not ask if technology tools are used to collect and analyze data, conduct experiments, or perform measurements. Students may have interpreted the question about data to be asking how often they are required to find and analyze information from the internet about a particular topic, where teachers may have interpreted it to be about original research. Students are asked far more often to find information from a published source than to create surveys or use digital probes or sensors to gather their own data. Students may have interpreted the question about experiments to include all the lab work they do in science classes, where teachers may have been thinking specifically about experiments and measurements using digital tools.

While several of our teachers do ask students to perform original research and experiments, collecting their own data and analyzing the results to answer a question, we could increase the frequency of these learning opportunities. While we already have some hardware and software to support these activities, we need to provide more training and support for teachers.

Implications

The discrepancy between the student responses and the teacher responses to this question is likely due to the students responding from a multiple-class perspective while teachers considered only their own practice. It is also unclear whether all respondents share similar definitions for the word “authentic.” Our primary concern is with the 48% of students and 54% of teachers who report that students are asked to identify and solve authentic problem only every few months or never. This indicates a need for more professional development, coaching, and mentoring to help teachers revise their lesson design and refine their practice to give students more opportunities to investigate and solve authentic problems.

Implications

These responses are not surprising given that the creation of art, music, movies, or webcasts is unlikely to be a weekly event unless the student is taking a course where those skills are specifically taught and assessed through the creation of those products. We do know that our students have multiple opportunities at many grade levels to create these types of products and publish them for a real audience. (e.g. the BRES Artsonia site, student produced videos on our district Vimeo site, the Seahawk Script) Occasionally students elect to create an audio or video file as evidence of their learning when the teacher has not specifically asked for that product.

39% of teachers report never asking students to create these digital products. This indicates the need for more professional development for teachers using the SAMR and TPACK models.

Implications

Given that 80% of teachers report never asking students to create animations, demonstrations, models or simulations, and 61% of students report the same, this should be a focus of our professional development work with teachers. In addition to the in-class coaching and mentoring that teachers receive from our technology integrators, we will develop more resources and learning opportunities for teachers that focus on how technology fosters the 4Cs, critical thinking, communication, collaboration, and creativity.

Implications

The tech team should continue to provide a high level of support for teachers and students.

Person/Position Interventions and Next

Responsible Timeline Steps

Use our curriculum mapping platform (Rubicon Atlas) to identify courses where technology use could provide students with richer learning opportunities by modifying or redefining curriculum and/or teacher practice.

Beginning in Fall 2017 and ongoing

Investigate hardware and software for data collection and analysis to determine how to make best use of the tools we own (Vernier and Pasco probeware) and where to invest more time and money.

Technology Integrators with advice from Curriculum Coordinator

Fall 2017. Revisit in fall of 2018 and fall of 2019

Provide resources, in-class modeling, coaching, and mentoring for teachers.

Technology Integrators and Technology Coordinator

Ongoing

Reintroduce the SAMR and TPACK models to teachers to help them self-assess their levels of technology integration and their need for professional development and resources.

Technology Integrators with advice from Curriculum Coordinator

2017-2018

Develop 4Cs resources and learning opportunities for teachers.

Technology Integrators with support from building Principals

Ongoing

Continue to provide the level of technology support our teachers and students are accustomed to.

Technology Integrators, librarian

Entire Tech Team Ongoing

Section IV, Part B: Leadership for Learning Through Technology

Results of the Data

Implications

The amount of discussion of technology use during observations or evaluations varies depending upon which administrator is performing the observation or evaluation. Some administrators have more knowledge or experience with technology use than others. Administrators could benefit from a reintroduction to the TPACK and SAMR models as these could be used to frame discussions with teachers around teaching and learning with technology. Administrators can also consult with

technology integrators to align the teaching practices in iObserve with the ISTE Standards for Teachers.

Implications

All teachers and most students believe that the school encourages technology use for teaching and learning. 77% of teachers agree or strongly agree that our teachers want to learn more about effective teaching and learning with technology. This is a result of the access and support the district has provided through MLTI and locally.

Person/Position Interventions and Next

Timeline Steps

Responsible

Include technology goals in teacher growth plans

Administrators Fall 2017 and ongoing

Consult with technology integrators to align iObserve practices with ISTE Standards for Teachers

Administrators, Technology

Fall 2017 and ongoing Integrators

Section IV, Part C: Professional Learning

Results of the Data

Implications

This is aggregated data composed of responses from the elementary school and the high school. Elementary teachers have common planning time with their grade-level team members, so they are more likely to meet regularly. Because we are a small high school, it's nearly impossible to schedule common planning time for department members, so they are less likely to meet often. High school departments meet occasionally during our early release time, usually when there's a specific task to accomplish or question to answer. Some discussion of technology use including demonstrations by individual teachers occurs at monthly faculty meetings. We believe that collegial sharing of ideas and practices is a powerful component of any professional development plan and we should devote more time to it.

Implications

The data shows that more than half of our teachers participate in nine or more

hours of school-sponsored professional development each year. Technology integrators and other teacher leaders have sometimes offered workshops during our weekly early release time. We also have offered a Summer Institute where teachers come together for four mornings in the summer to work on projects they choose. During the institute they receive instruction and individual support as they design technology-infused lessons and units. The participants meet in the fall to share their work, reflect on their practice, and determine next steps. We have also had MLTI and Apple professional development specialists come to our schools to work with teachers.

Teachers may have interpreted “school-sponsored PD to mean only formal sessions such as workshops and our summer institute. Teachers can also participate in informal learning opportunities where technology integrators use a coaching model for in-class support including demonstrations, modeling, co-teaching, and other assistance.

Implications

Although our tech team consistently shares information about workshops, conferences, and courses, most of our teachers (81%) spend fewer than 8 hours or no time each year participating in non-school sponsored formal PD. While it’s true that our technology integrators and our librarian have more flexible schedules and more opportunities to attend non-school sponsored PD such as the ACTEM conference, we should encourage other teachers to do so. We also should encourage teachers and support them in taking advantage of MLTI sponsored workshops and conferences. We should also encourage more teachers to become presenters at state conferences where they can share how they use technology to help students meet content standards.

Implications

Most teachers (86%) spend fewer than eight hours or no time participating in non-school sponsored informal PD. These teachers may not be aware of the opportunities that the internet provides. While they may use social media for personal purposes, they may not be aware of the educational resources and discussions that can be found on Facebook, Twitter, Pinterest, etc. We have spent very little of our professional development efforts on increasing teachers’ awareness of social media as a source for independent, informal learning. Through demonstrations and modeling, we can help teachers expand their professional learning networks.

Person/Position Interventions and Next Timeline Steps

Responsible

Provide regular time for teachers to share ideas and practices.

Fall 2017 and ongoing

Continue to offer the Summer Technology Institute.

Building principals with support from technology integrators

Summer 2018, 2019, 2020

Find more opportunities to invite PD specialists from MLTI and Apple to our schools.

Technology integrators, librarian

Fall 2017 and ongoing

Encourage more teachers to work with technology integrators in a coaching PD model.

Technology integrators, building principals

Fall 2017 and ongoing

Demonstrate and model social media use for teachers' independent learning and for building online professional learning networks.

Building principals, Curriculum Coordinator

Technology team and

Fall 2017 administrators

Section IV, Part D: Learning-Focused Access

Results of the Data

Implications

The teachers' perceived quality of internet speed is about what we would expect and is usually adequate. In the past two years we have worked on the filtering issue so that now very few teachers report to us that filters block access to sites that are needed for classwork. Requests for unblocking sites are usually dealt with immediately. The students who report that school rules prevent their use of technology in school are likely referring to rules in individual classrooms that may prohibit gaming, messaging and other non-curriculum related activity.

Interventions and Next Steps

Person/Position Responsible

Timeline

Timeline

Continue to monitor filtering to ensure that needed websites and tools are available.

Tech team Ongoing

Section V: Responsible

Use:

CIPA
Compliance

The filtering and blocking of unwanted or inappropriate content is handled via the MSLN suggested solution of OpenDNS. OpenDNS provides filtering outside of the district, allowing a free-flow of traffic through our routers and servers, making certain that our traffic isn't bottlenecked at any point. From elementary school through 8th grade, we make certain that all social networking sites that require an age of 13 are blocked from access through our network.

Our Acceptable Use Policy lays out the expectations of students and staff to follow ethical, mature, and reasonable rules surrounding the use of the technology. We spell out in plain language that the downloading or sharing of copyrighted material is strictly forbidden and that there will be consequences for those who are discovered to have broken those laws. We also expect that students and staff will behave in an appropriate manner when online, and that bullying of any sort isn't tolerated. Furthermore, when using district resources (devices & network) there is no expectation of privacy.

Digital
Citizenship

Our K-8 teachers use materials developed by Common Sense Media. We provide a night of safety and recommended practices to parents every year. Our high school staff focus on the many ethical issues associated with using online content.

Section VI: Certifications:

By signing below, the superintendent is acknowledging the following:

- The district has completed one Technology Access Survey per school in the district
- The information submitted in the Technology Access Survey is accurate
- The Learning Technology Plan has been approved by the SAU's school committee
- The district is committing to work the plan (recognizing that plans do evolve over time)

AOS 98 RCSS

klaser@aos98schools.org SAU MEDMS ID # & Name Superintendent Email

Eileen King July 25, 2017 Superintendent Signature Date