RSU 67 Technology Plan
Approved 2018
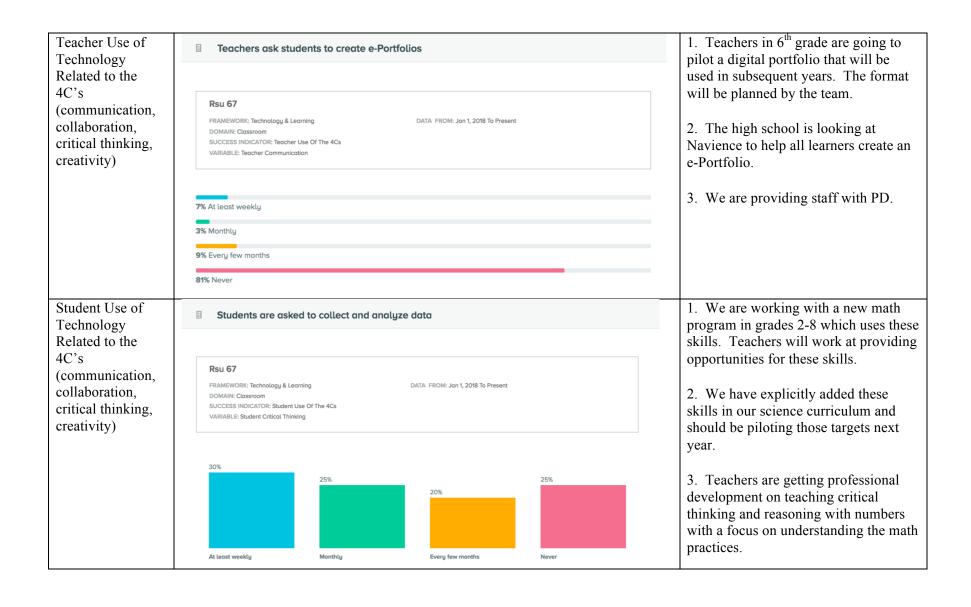
Section I: District Information

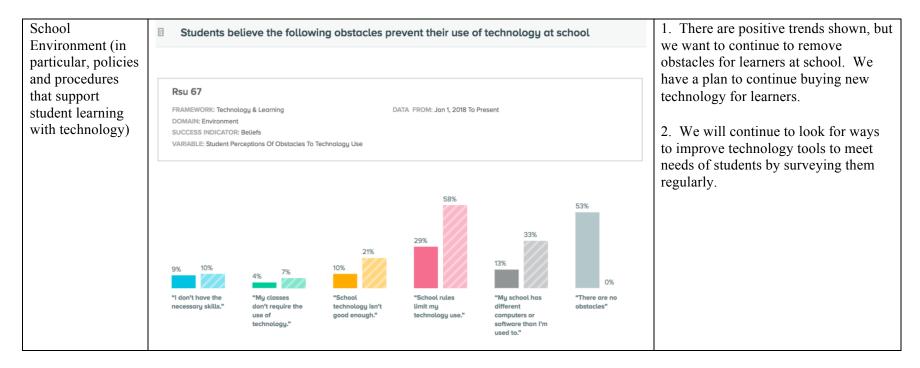| Information Requested	Responses
List of the school(s)/ SAU that the plan covers	Ella P. Burr, Mattanawcook Jr. High, Mattanawcook Academy/RSU No. 67
List of the member(s) of the planning team that authored the document	Web McCormick, Heather Rockwell, Jessica Meservey, Jessy Butler, Audrey Hallett, Pete Loiselle
Date that the plan was approved by the Superintendent	6/20/18
Contact Information for Correspondence about the Plan (Name, Position, Email Address, Phone Number)	Heather Rockwell Director of Curriculum and Academic Achievement hrockwell@rsu67.org 207-749-6500

Section II: Capacity Building for More Purposeful and Intentional Use of Technology for Learning
This section should reflect your district's goals and action plans for ways to ensure more purposeful and intentional use of technology for learning in the coming years. Please log into your BrightBytes Clarity Dashboard: https://clarity.brightbytes.net/modules/case/dashboard/ Take some time to review the data that resulted from your collection during the 2017 – 2018 school year.

Category	Data point that you want to improve	Action Plan
	Include title of data point and snapshot of graphic from BrightBytes	Read through any insights related to the data point, and then list three to five steps your district will take in order to see improvement related to that data point.

Teacher Use of Technology Related to the 4C's (communication, collaboration, critical thinking, creativity)	**Teachers ask students to create e-Portfolios** Rsu 67 FRAMEWORK: Technology & Learning DOMAIN: Classroom SUCCESS INDICATOR: Teacher Use Of The 4Cs VARIABLE: Teacher Communication DATA FROM: Jan 1, 2018 To Present **7%** At least weekly **3%** Monthly **9%** Every few months **81%** Never	1. Teachers in 6th grade are going to pilot a digital portfolio that will be used in subsequent years. The format will be planned by the team. 2. The high school is looking at Navience to help all learners create an e-Portfolio. 3. We are providing staff with PD.
Student Use of Technology Related to the 4C's (communication, collaboration, critical thinking, creativity)	**Students are asked to collect and analyze data** Rsu 67 FRAMEWORK: Technology & Learning DOMAIN: Classroom SUCCESS INDICATOR: Student Use Of The 4Cs VARIABLE: Student Critical Thinking DATA FROM: Jan 1, 2018 To Present 30% At least weekly 25% Monthly 20% Every few months 25% Never	1. We are working with a new math program in grades 2-8 which uses these skills. Teachers will work at providing opportunities for these skills. 2. We have explicitly added these skills in our science curriculum and should be piloting those targets next year. 3. Teachers are getting professional development on teaching critical thinking and reasoning with numbers with a focus on understanding the math practices.

Digital Citizenship	**Rsu 67** FRAMEWORK: Technology & Learning DATA FROM: Jan 1, 2018 To Present DOMAIN: Classroom SUCCESS INDICATOR: Teacher Digital Citizenship VARIABLE: Teacher Yearly Time Spent Teaching Digital Citizenship 72% 0% 7% 11% 11% More than 5 hours 3-5 hours 1-3 hours 1 hour or less I don't teach this	1. Teach digital citizenship at all grade spans for learners. 2. Use the digital citizenship week to have lessons in a variety of grades that week. 3. Look for natural connections in the current curriculum and times to teach digital citizenship.
Opportunity for Teacher Professional Learning or Skill Development	**Teacher-reported time spent per year participating in school-sponsored PD** **Rsu 67** FRAMEWORK: Technology & Learning DATA FROM: Jan 1, 2018 To Present DOMAIN: Environment SUCCESS INDICATOR: Professional Learning VARIABLE: Teacher Ed Tech Professional Development 40% 13% 9% 17% 21% Over 33 hours 17 to 32 hours 9 to 16 hours 1 to 8 hours None	1. We know the 21% who don't participate are probably are those who need it most, we have a plan to help support by providing small group sessions during planning time. 2. We will do after school workshops for teachers based on need. 3. We will use early release days to provide professional development.

| School Environment (in particular, policies and procedures that support student learning with technology) | Students believe the following obstacles prevent their use of technology at school

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FRAMEWORK: Technology & Learning
DOMAIN: Environment   DATA FROM: Jan 1, 2018 To Present
SUCCESS INDICATOR: Beliefs
VARIABLE: Student Perceptions Of Obstacles To Technology Use

9% 10% — "I don't have the necessary skills."
4% 7% — "My classes don't require the use of technology."
10% 21% — "School technology isn't good enough."
29% 58% — "School rules limit my technology use."
13% 33% — "My school has different computers or software than I'm used to."
53% 0% — "There are no obstacles" | 1. There are positive trends shown, but we want to continue to remove obstacles for learners at school. We have a plan to continue buying new technology for learners.

2. We will continue to look for ways to improve technology tools to meet needs of students by surveying them regularly. |

Section III: Additional Questions

1. **Tell us about some examples of purposeful and intentional use of technology for learning that can be found in your schools and district that you would like to celebrate and that could be shared with others.**

   We currently have 3D printers in all three buildings. At the high school, our engineering and design learners are becoming the in-house experts and are now going to the middle school to help the teachers and learners use the 3D printer in their building. We have a teacher leader who has done PD with staff throughout the year, as well as in the summer for staff who want to learn more. Our IT department has a five year plan of equipment and resources with everything inventoried. They can tell you the age of each device and when the device will need to be replaced. They have a plan for continuing to support our current technology with our current budget including updates and upgrades when they are due. They also budget for teachers who might want to try something out one year as a seed program. Teachers know they need to build it into their local budget the following year, but they don't have to wait a year to start. Our IT department is very responsive and received high marks on our BrightBytes survey for how quickly they respond to any issue. Our technology committee has a plan for the upcoming year to determine needs of staff in buildings and provide individual, small group, and whole group support for staff who need support. There is a concern that we do not have a tech integrator and need one for staff. We are hoping to put a proposal together in the next fiscal year to go to the board for local budget supports. Until then, we are going to work as a team to continue to provide quality support for staff.

2. **What can the Department do to further support your work of purposeful and intentional use of technology for learning?**
Continue to fund and expand a state technology program (MLTI). Provide funding for schools to use innovative technology. Provide support for schools in implementing technology through professional development.

Section IV: Certifications:

The Superintendent must submit their district's plan to the Department. In doing so, the Superintendent is acknowledging the following:

- The Superintendent and school leadership have read the plan and agrees to support staff in its implementation.
- The district has CIPA Compliance Documentation on file.

Superintendent's Signature: _____ **Date:** _____

To Submit Your Data-based Plan:

Submit completed plans as a Word document and the signature page (Section IV) as a PDF to:

Amanda.Nguyen@maine.gov (amanda dot nguyen at maine dot gov) AND
MLTI.Project@maine.gov (mlti dot project at maine dot gov)