

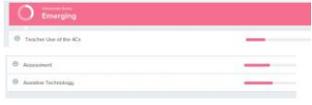
Augusta School Department
District Learning Technology Plan Form
 Learning Through Technology Team

Section I: District Information

Information Requested	Responses
List of the school(s)/ SAU that the plan covers	Cony High School & Middle School Sylvio Gilbert Elementary School Lincoln Elementary School Farrington Elementary School Hussey Elementary School Capital Area Technical Center
List of the member(s) of the planning team that authored the document	Donna Madore, Kathy Casparius, Fred Kahl, James Anastasio, Marc Cote, Jeff DeJongh, Kim Silsby, Bruce Dostie, Jason Bersani, Keith Hart, Troy Alexander, Liz Soares, Maureen Cooper, Guy Meader
Date that the plan was approved by the Superintendent	June 7, 2018
Contact Information for Correspondence about the Plan (Name, Position, Email Address, Phone Number)	Kathy Casparius, Business Manager kcasparius@augustaschool.org 626-2468

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 Include title of data point and snapshot of graphic from BrightBytes	Action Plan 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)		<ul style="list-style-type: none"> ● Create Digital Mentorships ● Provide Opportunities for Online Collaboration ● Model Gathering Digital Feedback
Student Use of Technology Related to the 4C’s (communication, collaboration, critical thinking, creativity)		
Digital Citizenship		
Opportunity for Teacher Professional Learning or Skill Development		<ul style="list-style-type: none"> ● Build Up Teachers’ Foundational Technology Skills ● Explore Video-Based PD ● Support A Learner-Centered Environment Through PD Practices

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.

The educators in the Augusta School Department (ASD) use technology in a variety of ways to impact learning. We value the exposure to technology that our students experience, but want to increase focus on purposeful and intentional use of technology in learning. From our K6 learners through our High School students, we are constantly looking for ways to further implement technology.

Through a series of resources our elementary students are finding technology enriching their education. For our youngest learners, Bookflix is one such resource. **BookFlix**® is a digital literacy resource that pairs more than 120 animated stories from Weston Woods with a best-selling nonfiction eBook from Scholastic on a similar subject. Using Bookflix our early readers are building fluency, vocabulary, and comprehension.

Along the lines of supporting English/Language Arts development, our students access Mobymax software which allows for differentiation of reading skills, Quizlet for interactive games in ELA, Commonlit.org which supports lower leveled readers at the middle school level, audiobooks for struggling readers at the high school level and readworks.org to respond to questions that are aligned with the eMPowerME state assessment.

Technology is having an incredible impact on our EL students. TexToys software allows the classroom teacher to take selected central reading passages and create interactive reading activities specific to content areas. The students engage in a variety of activities and it prepares them for the most demanding activities (speaking, writing). MReader and RAZ Books support an extension of reading which helps second-language learners in many ways, such as English vocabulary development and reading fluency. To become more proficient in English, EL students should read a large number of books and those books must be interesting and readable. The MReader website and RAZ books provide books that are interesting, varied in range and allow student choice. Students are able to complete quizzes to check their comprehension. Rosetta Stone, a language-learning software, is beneficial for Beginning Level students. The software helps EL students build a basic foundation of English skills (vocabulary, listening, reading). Its' structured English-immersion format is engaging for students.

The Google Classroom suite supports student learning from Grade 1 through High School. Our First graders create documents for review, while our second graders create Google slides and present research to their peers specific to Science and Social Studies topics. Seventh graders utilize it to create websites with elements of interests for groups in Social Studies. Our high school utilizes the suite to complete research , writing assignments and student/teacher conferences.

The ASD Science teaching staff is influential when it comes to the utilizing technology to enhance student learning. The students access simulations (collisions, motion graphing atomic interactions, building an atom, projectile motions) through the University of Colorado's research lab, PHet site and SPARKvue software. The latter software assist students to evaluate wind turbine and the validity of Newton's 2nd law as well. Photogates is utilized for understanding speech calculations. Our high school students access the University of Michigan's lab slides for dimensional views of cells, follow live Nearpod lessons and use PASCO probes to collect data. Our STEM class utilizes SkyCiv for determining bridge truss tension and VEX robots and ROBOTIC software for developing construction and programming skills. They access High Adventure Science website for exploring electricity generation methods.

The ASD teachers and students not only utilize technology to enhance the educational and experiential experiences in content areas, technology is incorporated as a behavior management tool. Two elementary teachers use "Classcraft" throughout the school day. The students enjoy "playing a game" in school while working to improve their characters. Almost everything that happens in the classroom has a consequence in the game. It's tied to the school wide behavior intervention program. The game requires student to work as a team and no individual student can advance without the help of their peers. This has encouraged students to turn in assignments early, try to keep each other on track and to follow behavioral expectations. The program links in to Google Classroom so when students successfully complete assignments there is a bonus for their character. Another system utilized by these teachers is "Quest". The teacher sets up an assignment that can be completed in pieces and as the students finish each piece a new area of a map is revealed and they can read the next component of the story. It offers a lot of options for students who are struggling as the teacher can set multiple paths to complete the quest.

The ASD respects and honor the skills set our teaching staff brings to the classroom and continues to support further purposeful and functional implementation of technology through our students' learning experience.

2. What can the Department do to further support your work of purposeful and intentional use of technology for learning?

- Help districts to empower the learners. How do students leverage technology in order to take an active role in demonstrating competency in their learning?
- Provide PD that will support students in becoming innovative designers; use of a variety of technologies within a design process to solve problems by creating new, useful, or imaginative solutions. PD needs to help educators implement in a variety of content areas.
- Support educators to help students develop computational thinking skills by leveraging technological methods to develop and test solutions.
- How can we get educators from using technology to learn to the point of transformative learning with technology across content areas?
- Adopt Technology Standards (ie ISTE) and help school districts integrate those standards into current curriculum.

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:** _____

