Attachment VI: Program Activities Plan

The following table should be completed for each of the three years of the program (September 1, 2018 – June 30, 2019; July 1, 2019 – June 30, 2020; July 1, 2020 – June 30, 2021).

18-19 Goal[1]	Phase	Objectives[2]	Tasks[3]	Target Audience[4]	Resources Needed[5]	Responsible Parties	Timeline[6]	Evaluation Method	Materials / Artifacts[7]
Solidified a vision, mission, and goals across the school and larger Auburn community	1	1. Develop a Digital Teaching and Learning Leadership Team	1. Develop and communicate vision/ mission for DTL 2. Delineate goals for tech integration 3. Unpack ISTE/ AASL standards 4. Update BOE policies/ district procedures related to technology use and integration 5. Complete needs analysis for technology integration, PD and coaching	1. Membership: ASI, Director of Curr/ PD, Dir. of Tech., DTL Staff Developer, 2 teachers, 1 LMS and principal, 2 Non-public Teachers, 2. Target	1. Substitutes for participation of teachers and librarians. 2. Access to standards and data	1. ASI, Dir. of Curr/ PD DTL	Initial meeting September, 2018, To meet every other month opposite the DTL Implementation Teams, Ongoing in order to evaluate progress and plan for DTL	1. Agendas from each team meeting	1. Vision, mission/ purpose statements 2. DTL Goals 3. ISTE and AASL alignment statements. 4. BOE policies and written district procedures 5. DTL Plan 6. Data protocols (ORID) and tracking system

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[1] From Section C.1.
[2] From Section C.1.
[3] Including description of tasks
[4] Including numbers of participants and/or individuals affected
[5] e.g. human, material, financial, intellectual
[6] including start date, end date, major milestone dates
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			6. Ongoing review of DTL 7. Develop data tracking system 8. Develop timeline for DTL plan	audience: 360 AECSD teachers; approx., 55 non-public teachers, 35 administrators, 35 Board members)					
	1	2. Develop a Elementary and Secondary Digital Teaching and Learning Implementation Team	1. Align outcomes from DTL Leadership Team to each school 2. Create school procedures for technology use and integration 3. Analyze need for PD and coaching 4. Develop structure for use of Technology PD staff 5. Needs assessment completed annually 6. Timelines developed	1. Membership: Director of Curr/ PD, DTL Staff Developer, 1 teacher, LMS and principal per school, 2. Target audience approx.. 4500 AECSD, 170 non-public students	1. Substitutes for participation of teachers and librarians.	1. ASI, Dir. of Curr./ PD	September, 2018, To meet every other month opposite the DTL Leadership Teams,	1. Agendas from each meeting 2. PD Feedback 3. Timeline review	1. School specific purpose and goal statements 2. Written school specific procedures 3 and 4. Building based PD plan, 5. Needs assessment summary 6. Timeline

	1 and 2	3. Develop and Implement a Family and Community Technology Engagement Plan	1. Develop process for reciprocal communication of DTL vision and goals with families and community. 2. Implement community and family outreach ideas	Team: 1 elementary, AJHS, AHS teacher, Principal, Director of Curr/ PD and Public Relations Specialist Tasks will target all families AECSD K-12, community members / social service partners	Social media accounts Materials for parent education events (covered in-kind by parent organizations)	1. ASI	September, 2018 – Initial Meeting/ Plan Development October, 2018 Implementation Begins Newsletter entries - monthly	1. Feedback surveys from parent education/ engagement events	1. Written DTL Family Engagement Plan 2. Materials created for family events
Recruit, hire and train, a Digital Teaching and Learning Staff Developer to support the implemen	1.	1. Recruit and hire a Digital Teaching and Learning Staff Developer	1. Recruit and hire a Digital Teaching and Learning Staff Developer	Interview team from AECSD	OASYS posting and review of applicants	ASI	Summer – September, 2019		None
	1 an	2. Create entry	1. Outline roles and responsibilities	1. ASI, Director of	PD skill/ experienc	Director of	September, 2019	1. Goal based	Goal based evaluation

tation of the DTL plan	d 2	structure for this position	aligned DTL plan. 2. DTL Staff Developer facilitates activities within this plan.	Curr/ PD, Director of Tech, DTL Staff Developer	e areas	Curricul um and PD		evaluation of position	
Increase understan ding of design process and integratio n of thinking skills and problem-based learning into content lesson design	1	1. LMSs will be proficient with design process. 2. LMSs will develop strategies in the Inn. Lab for improved student thinking skills.	1. LMS attend workshops on design process and Innovation Labs. 2. BOCES Technology staff developer and CO Teacher Center Director provide coaching. 3. Art and technology teaching partners from AHS collaboratively plan of design-based tasks	LMS at AECSD and non-public schools; Art and Technolog y teachers at AHS	1. Makerspa ces Kits – one per building; AEF grant 2. Worksho p fee 3. Substitute s for teaching partners	Director of Curr/PD	1. October, 2018 – Workshops 2. Coaching, Mentoring – 2 x 40 per month per librarian	1. Workshop Feedback 2. Data from Innovation Labs 3. Anecdotal feedback from LMS	1. Collaboration Schedules 2. Workshop Materials
	1	1. Teachers will integrate design process in grade level instructio n,	1. Provide turn-key training in each school, topics include: design process, use of resources, procedures, etc... 2. Art and tech partners to facilitate model projects.	LMSs at AECSD and non-public schools) DTL Staff Developer, AECSD and Non-Public	1. Makerspa ces Kits – one per building (AEF) 2. Teacher work time –	1. Dir. of Curr/ PD	Start – October, 2018 Ongoing Teacher PD for Innovation Lab – October, 2019- end of year	1. Feedback from workshops 2. Anecdotal feedback.	1. Projects with tech integration.

		including thinking skills to engage students.	3. Practice with resources 4. Using district-curriculum documents, build and implement lessons in Inn Lab.	Students – 2700 (K-6, all buildings)	substitutes or stipends				
Build student knowledge and application of digital literacy/ citizenship competencies	1.	Digital literacy curriculum will be developed benchmarked by grade level.	1.PD for UbD curriculum development. 2. Curriculum Writing- using of ISTE standards for students and elements of digital citizenship, 3. Communicate and distribute digital curriculum materials	1 elem, 2 AJHS, 2 AHS differ subject areas;, facilitated by Dir. or Curr/ PD, non-public staff. AECSD and non-public students (4700)	1. Substitutes for staff to participate in curr. Dev. 2. Curr. materials 3. Standards and elements	1. Dir. of Curr/ PD	1. September, 2018. (Summer, 2018 2. October, 2018	Baseline, formative and summative data from progress through the lessons	1. Curriculum unit and lesson plans, materials for each lesson 2. Updates to curriculum
	2	Students will demonstrating an increase in knowledge and application of digital citizenship outcomes.	1. Teacher review of specific digital citizenship lessons 4. Implement lessons, including collection of baseline, formative and summative data. 5. Collect teacher feedback after lesson implementation	AECSD and non-public students Students = 4700 K-12, all buildings Teachers – 120	1. Curriculum documents 2. Materials based on the units developed	1. Dir. of Curr./ PD	Lessons implemented October, 2018 2. Data collected every other month 3. Teacher feedback - June, 2019	Baseline, formative and summative data from 2. Teachr feedback	1. Updates to curriculum after student participation and teacher feedback

Increase students' keyboarding skills	1 and 2	1. Students will increase keyboarding skills in order to efficiently participate in digital opportunities and writing tasks.	1. Provide overview of Typing Club program to K-5 teachers at grade-level meeting. 2. Students participate in lessons during Technology rotation periods. 3. Teachers/ LMSs monitor dashboard data	1. K-5 teachers and students Students – 2100 Teachers – 100	1. Typing Club licenses – will be purchased as a 3 year option for 15% discount	1. Director of Curr/ PD	1. September, 2018 – ongoing through entire grant cycle	1. Baseline, formative and summative data on data dashboard	1. N/A
Build educator awareness of personalized learning and impact on student learning	1	1. Teachers and administrator will increase their understanding of personalized learning.	1. Using KYTE, develop "Introduction to Personalized Learning" 2. All teachers complete module in Step 1. 3. Tech PD staff in in-depth PD on application of personalized learning.	1. DTL Staff Developer 2. All AECSD teachers (360) 3. 35 staff members for in-depth PD opportunity	1. KYTE Learning platform 2. Substitutes for staff participating in in-depth PD	1. ASI	1. October, 2018 2. By November 15, 2018 3. November, 2018– January, 2019	2. KYTE module assessment results 3. PD feedback	2.KYTE module (digital video with online assessment)
	1 and 2	Through a district-developed evaluation rubric, assess the status of personalization and	1. Create a rubric for personalized learning elements from Core Four 2. Utilize rubric to establish baseline. 3. Develop action steps from Step 2 results.	1 and 2. Tech PD Staff 3. DTL Leadership team 4. DTL Staff Developer	1. KYTE learning platform 2. Core Four white paper 3. Substitute	1. ASI	1. January, 2019 - April, 2019	Rubric results KYTE module assessments	Personalized learning rubric KYTE Modules for targeted PD

		determine steps to improve rubric outcomes.	4. Create KYTE modules for targeted support.		s for teachers				

<table>
<tr><th>19-20 Goal[8]</th><th>Pha se</th><th>Objectives [9]</th><th>Tasks[10]</th><th>Target Audience[11]</th><th>Resources Needed[12]</th><th>Responsi ble Parties</th><th>Timeline[13]</th><th>Evaluation Method</th><th>Materials / Artifacts[14]</th></tr>
<tr><td rowspan="2">Evaluate Innovation Lab and Lesson Integration and Improve Effectiven ess of Structure and Scope of Integration with Classroom Instruction</td><td>2</td><td>1. Evaluate strengths and weaknesse s of Innovation Lab alignment.</td><td>1. Gather feedback from to evaluate strengths and weaknesses.</td><td>1. LMSs and teachers K-6; K-6 students,</td><td>Curriculu m documents

Stipends for work time Survey tool</td><td>1. Director of Curr./ PD.</td><td>Summer, 2019</td><td>Feedback survey; Administra tor observation ; Student feedback;</td><td>1. Feedback survey 2. Rubric evaluation tool</td></tr>
<tr><td>2</td><td>2. Improve alignment between technolog y rotation and classroom instruction</td><td>1. Adjust existing lesson design and/ or structure of Innovation Lab. 2. Provide PD for new staff or special population teachers on design process. (KYTE)</td><td>LMSs at AECSD and non-public schools</td><td>Makerspa ces Kits

Substitute s for teacher participati on</td><td>Director of Curr./ PD</td><td>September, 2019 2. October, 2019– December, 2019 3. January, 2019 - ongoing</td><td>Baseline, formative and summative data

KYTE module assessment</td><td>Curriculum unit and lesson plans, materials for each lesson

Updates to curriculum</td></tr>
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			3. Develop and implement curriculum to close gaps as determined by steps 1 and 2,					results	
Apply knowledge of personalized learning to instruction	2	1. Incorporate microcredential/ badge accrual opportunities for students	1. Provide PD for OYO Class for teachers at AHS 2. Develop KYTE modules for individualized PD with OYO Class. 3. Implement microcredentials pre-loaded in OYO Class 4. Design badges for content areas in OYO Class 5. Review data on OYO Class dashboard	Students in 9-12 grade. (1200) DTL Staff Developer, Principal, AHS Teachers (120)	1. OYO Class 2. KYTE Learning platform 3. Substitute fees/ teacher stipends developing microcredentials	Director of Curriculum/ PD	PD and KYTE module development– Summer, 2019 2. Implementation of microcredentials – September, 2019 – June, 2020 3. Data Reviews – January, March and June, 2020	OYO Data Dashboard population creating badges	KYTE Learning Module for targeted PD Microcredential materials developed by AECSD teachers
	2	1. Increase use of Google Sites to build blended learning opportunities	1. Create KYTE modules for Google Site PD (Basics, Advanced and classroom integration versions) 2. Coaching on Google Sites 3. Provide coaching/ KYTE PD for advanced users on creating blended learning opportunities	DTL Staff Developer, all AECSD and non-public teachers and students	1. KYTE Learning Platform 2. Substitute fees and teacher stipends for work time	Director of Curr./ PD	KYTE module development– Summer, 2019 2. PD Implementation – September, 2019 3. Coaching Google Site development - ongoing	KYTE module assessment results Baseline, formative and summative data from blended coursework	Links to Google Sites (basic, advanced) Curriculum documents associated with blended classes

Evaluate and adjust progress of Digital Teaching and Learning Plan	2	Increase effectiveness of programming, communication, scope of curriculum, and instructional design.	1. Review all plans created in year 1. 2. Identify barriers, successes, and modifications to goals and make adjustments. 3. Implement adjustments made to DTL plan.	DTL Leadership Team, DTL Elementary and Secondary Teams	ORID protocol Accountability model for analysis Substitute fees or stipends for teacher participation	ASI	September and November, 2019 DTL Leadership Meeting October, 2019, DTL Implementation Team Meetings	Accountability model Data analysis using ORID	Updated DTL plan Updated materials based on modifications
Expand student knowledge and application of citizenship competencies	2	Students will demonstrating increased proficiency with the application of expected outcomes.	1. Adjust curriculum to incorporate data and feedback. 2. Develop and implement blended learning coursework for digital citizenship curriculum	Same curriculum team AECSD and non-public teachers and students Students = 4700	Substitute fees and/ or teacher stipends for work time Google Sites and/ or OYO Class	Dir. of Curr./ PD	Development of blended coursework – September, 2019 – ongoing	Student baseline, formative and summative data Google Sites and OYO Class data	Curriculum materials for each lesson Updates to curriculum after student participation Links to Google Sites and OYO Class Badges/ Microcredentials

20-21 Goal[21]	Phase[15]	Objectives	Tasks[16]	Target Audience[17]	Resources Needed[18]	Responsible Parties	Timeline[19]	Evaluation Method	Materials / Artifacts[20]
Expand application of knowledge of personalized learning to instruction	2 and 3	1. Incorporate microcredential opportunities for grades 5-8 2. Increase microcredentials grades 9-12	1. Provide PD for OYO Class AJHS and elementary teachers 2. Implement microcredentials pre-loaded in OYO Class 3. Design badges for content areas in OYO Class for student participation 4. Review data on OYO Class dashboard	Students in 5-8 grade. (1300) DTL Staff Developer, AJHS and elementary teachers (260)	OYO Class KYTE Learning platform Substitute fees/ teacher stipends work time	Dir. of Curr./ PD	PD and KYTE module development– Summer, 2020 Implementation of microcredentials – September, 2020 – June, 2021	OYO Data Dashboard	KYTE Learning Modules Microcredential materials
Evaluate and adjust progress of DTL Plan	3	Increase effectiveness of DTL.	1. Review all plans created in year 2. 2. Make and implement adjustments to DTL plan	DTL Teams	Substitute fees or stipends	ASI	Sept., 2020 Team Mtgs	Accountability model Data analysis	Updated DTL plan

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