

**Student
Learning
Objectives**

**Organizational
Environment
Objectives**

**Operational
Objectives**

YCS
**Technology
Unification
Plan**

**PD and
Deployment
Considerations**

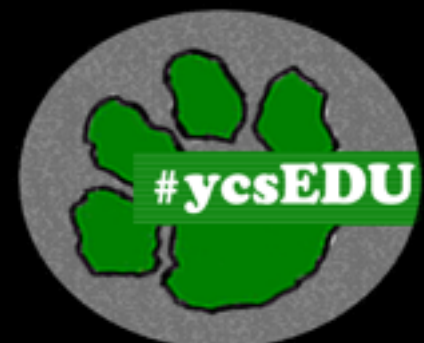


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District Vision, Outcomes and Beliefs



1.1 Vision

The integration and unification of technology will serve as a **commitment**, **opportunity**, and means of **excellence** for students and teachers.

1.2 Outcomes

The integration and unification of technology will

- Serve as a tool for the 4 Cs (creativity, communication, collaboration and critical thinking)
- Prepare students for 21st Century Learning Experiences (see *Digital Learning Transformation Model*)
- Prepare students to compete in the workforce, demonstrating global awareness
- Provide students with experience and practice exercising acceptable use and good digital citizenship
- Serve as a tool to represent data, information
- Extend learning beyond the classroom walls, providing 24/7 access to learning

1.3 YCS Core Beliefs

- Students will learn and perform best when stakeholder maintain **high expectations**.
- Curriculum and Instruction will be **research and evidence-based** with student achievement being **measured** to ensure continuous progress.
- Students will be provided with **opportunities** to learn and achieve to their highest potential.
- School leaders will expect and support **ongoing improvement of teaching and students performance**.

Commitment~Excellence~Opportunity

Student Learning Objectives



2.1 The Four Cs

The Framework for 21st Century Skills outlines four learning and innovation skills that all students will need to succeed in a global economy according to the ISTE Standards

- **C**ritical Thinking and Problem Solving
- **C**ommunication
- **C**ollaboration
- **C**reativity and Innovation

2.2 21st Century Student Learning

Our current students, the “Millennial” generation, were born after the wide-spread implementation of technology. They see technology

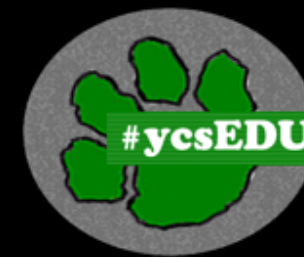
- not as an “add on” but as a given resource for learning
- as a means to be engaged
- as a necessity for communication
- as a means to prepare for a workforce that requires global awareness

2.3 Student and Parent Ownership of Learning

YCS commitment to technology will provide the students the ability to do the following:

- Track progress and set goals
- Synthesize information and demonstrate learning using multimedia tools
- Collaborate with peers, seek out resources, and make connections
- Grow in a differentiated learning environment
- Participate in a wider variety of learning opportunities and platforms
- Opportunity to utilize assistive technology as needed
- Strengthen home-school connection through digital communication tools
- Empower parents to monitor student progress

Organizational Environment Objectives



3.1 Acceptable Use and Good Citizenship

Based on ISTE Standard, **Digital Citizenship** is essential for student achievement. Digital citizenship ensures an understanding and respect of the following:

- Human Issues
- Cultural Issues
- Societal Issues

As it relates to technology and the practice of legal and ethical behavior

3.2 Tool to Represent Data and Information

Based on the ISTE Standard, **Research and Information Fluency** is essential for student achievement. Students should be able to do the following:

- Apply Digital Tools to Gather Information
- Apply Digital Tools to Evaluate Information
- Apply Digital Tools to Use Information
 - PowerSchool (Student Information System)

3.3 Technology Operations and Concepts

Based on ISTE Standards, an understanding of **Technology Operations and Concepts** is essential for student learning. YCS has identified the following tools and programs to be used in classrooms to implement and support curriculum in a 24/7 learning environment:

- Canvas (District Learning Management System)
 - Blended Learning
- Odysseyware (Online Course System)
- Variety of Tools and Resources
- Device Productivity Programs

3.4 Infrastructure

To support all ISTE Standards and online assessment, YCS's commitment to a quality infrastructure is vital. The following must be considered.

- Fiber Backbone Between Buildings
- Multiple Internet Sources for Scalability
- Quality Wireless Access in All Buildings
- Filtered Internet Access on Campus and at Home
- Streamline Storage of Information

Operational Objectives



4.1 Platform Selection

- Kindergarten-Grade 4
 - IOS Platform-iPads
 - Minimum 2:1 Setting
 - Teachers: Laptop and iPad
- Grade 5-Grade 8
 - IOS Platform- iPads
 - 1:1 Setting
 - Teachers: Laptop and iPad
- Grade 9-Grade 12
 - Windows Platform
 - 1:1 Setting
 - Teachers: Laptop
- Building Computer Labs
(see *Deployment Considerations*)

4.2 Minimum Platform Requirements

- Mobility
 - Between classes
 - To and from school
- Battery Life
 - 6-8 hours
- Wireless Solution
- Software
 - Production Software
 - Memory Capabilities

4.3 Technical and Integration Support

- Prioritize funding to maintain necessary support
- Provide PD to ensure efficient and effective support
(see *Professional Development*)

4.4 Broadband Access

- Fiber Backbone Between Buildings
- Multiple Internet Sources for Scalability
- Quality Wireless Access in All Buildings
- Filtered Internet Access on Campus and at Home

4.5 Student Information System

- Warehouse of Student Information
 - Personal Profile Information
 - Schedule
 - Grades

4.6 Learning Management System

- Provides a Structured Framework for Digital Lesson Delivery in a Blended Learning Environment
 - 24/7 Student Access in a Guided, Sequential Format
 - Course Documents
 - Video Lessons
 - Internet-Based Learning Resources
- Provides a System for Student Workflow and Electronic Grading and Feedback
 - Submit Assignments
 - Delivery of Online Assessments
 - Online Discussion Forum
 - Integration with District's Student Information System

Professional Development



4.3a Expectations for Teachers and Support Staff

- Participate in all professional development sessions offered during contracted time
- Participate in online learning opportunities for professional development
- Implement strategies taught during professional development sessions
- Seek assistance from corporation Technology Integration Specialist and/or building level Technology Leadership Team members

4.3b Expectations for Administrators

- Attend teacher professional development sessions to gain understanding of integration strategies
- Participate in professional development sessions customized for administrators
- Observe and evaluate teacher methods for technology integration

4.3c Expectations for Technical and Integration Staff

- Provide building level professional development Offer corporation-wide professional development Provide classroom coaching/modeling
- Provide integration professional development for district administrators as needed and by request
- Keep hardware/software working and updated
- Remain current with state and national technology integration practices
- Attend conferences, summits, etc.
- Serve on professional learning communities
- Connect with EDTECH leaders in person and digitally
- Apply for relevant grant and other sources of funding

Deployment Considerations



4.1a Grades K-4

- Teacher Devices
 - Same Platform/Device as Students
- Student Devices
 - 2:1 Deployment (at minimum) Dictated by Device Availability and Funding, Teacher Comfort, and District Academic Goals
 - Devices Refreshed Based on Functionality, Software Updates, and Wear/Damage
- Computer Labs
 - Updates/Replacement Dictated By Assessment Software, Functionality and Age of Devices

4.1b Grades 5-12

- Teacher Devices
 - Same Platform/Device as Students
- Student Devices
 - 1:1 Deployment
 - New Devices Purchased for 5th grade students and Freshmen
 - Student Carries Same Device Grades 5-8 and Grades 9-12
- Computer Labs
 - Updates Dictated By Assessment Software, Functionality and Age of Devices

4.1c Special Education

- Teacher Devices
 - Same Platform/Device as Students
- Student Devices
 - Aligned with General Ed Population
 - Adjusted By IEP Goals
- Student Software
 - Aligned with General Ed Population
 - Adjusted By IEP Goals
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Digital Learning Transformation Model

