FUTURE READY SCHOOLS
PREPARING STUDENTS FOR SUCCESS

BRISTOL WARREN
REGIONAL SCHOOL DISTRICT

FUTURE READY LEARNING

EDUCATION TECHNOLOGY PLAN 2017-2020

BRISTOL WARREN REGIONAL SCHOOL DISTRICT
www.BWRSD.org

Bristol Warren Future Ready Education Technology Plan Development

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Licensing and Availability

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INTRODUCTION

All school improvement discussions in BWRSD are premised in the following four essential questions: What do we want students to know and be able to do? How will we assess their knowledge and skills? What will we do when the students do not meet proficiency? And what will we do when students exceed proficiency?

To guide our work towards transformative teaching and learning with technology, we have adopted the Future Ready Framework to plan and implement a systemic and coherent approach to personalized learning for all students.

OUR FUTURE READY VISION

Bristol Warren Regional School District provides all students with personalized learning environments that promote deeper, authentic learning experiences. Our focus on student collaboration, creation, problem solving and student voice will help students develop the knowledge and skills necessary to learn effectively and live productively as responsible citizens in an increasingly digital world.

Based upon this vision, the district has developed and started implementing a systematic plan that maximizes digital learning opportunities and prepares students for success in college, career, and citizenship. This plan aligns with the National Educational Technology Plan, our District Strategic Plan and best practices as recommended by the the Alliance for Excellence in School Budgeting.

PILLARS OF FUTURE READY LEARNING

Digital Learning Amplifies the Impact of Great Teaching

When carefully designed and thoughtfully applied, technology accelerates, amplifies and expands the impact of high-quality teaching.

PERSONALIZED LEARNING

Digital learning personalizes instruction by tailoring content, pacing, and feedback to the needs and interests of students, empowering them to regulate and take ownership of their learning. Digital learning also ensures that all students have access to learning resources at any time, from anyplace with internet access.

ENHANCED ASSESSMENTS

Digital assessments help measure student learning in efficient and effective ways that provide teachers, administrators, families, and most importantly students with timely and meaningful feedback on learning progress. Digital learning tools also provide students with multiple ways to show what they know based upon their learning preferences.

DEEPER LEARNING

Digital learning creates environments that promote deeper learning opportunities for students to **create, communicate, collaborate**, and engage in **problem solving** grounded in real-world challenges. Students **amplify their voice** and their knowledge by connecting, sharing, and learning with an expanded audience beyond the classroom.

DIGITAL CITIZENSHIP

Digital learning helps students develop the knowledge and skills necessary to learn effectively and live productively as responsible citizens in an increasingly digital world.

common sense® digital citizenship

FUTURE READY FRAMEWORK & VISION STATEMENTS

Gear 1: Curriculum, Instruction, and Assessment

Vision: Curriculum, instruction, and assessment are tightly aligned to engage students in 21st Century skills through personalized curriculum and technology-accelerated instruction that promotes deeper learning. Students and teachers have robust and adaptive tools to customize learning, teaching, and assessment, ensuring that it is personalized and emphasizes a deep understanding of complex issues. Assessments are shifting to be online, embedded, and performance-based. Data and associated analysis serve as building blocks for learning that is personalized, individualized, and differentiated to ensure that all learners succeed.

Gear 2: Personalized Professional Learning

Vision: Technology and digital learning expand access to high-quality, ongoing, job-embedded opportunities for professional learning for teachers, administrators, and other education professionals based on the unique context of their school, classroom, and adult learning needs.

Gear 3: Robust Infrastructure

Vision: As an essential part of our comprehensive educational strategy, we provide a robust infrastructure that support users, tools, resources, data, and systems that enable powerful digital learning opportunities for all students.

Gear 4: Budget and Resources

Vision: We will implement strategic short-term and long-term budgeting that supports our digital learning vision, with consistent funding streams for both recurring and nonrecurring costs to ensure sustainability. During the transition, district leaders will use tools and strategies endorsed by the Alliance in School Budgeting that align resources which have the greatest academic return on investment.

Gear 5: Data and Privacy

Vision: We require that sound data governance policies are enacted and enforced to ensure the privacy, safety, and security of confidential data sets. Such policies and procedures ensure that access to secure data is limited to authorized personnel. Education professionals have a range of resources, trainings, and services available to build their awareness and capacity to implement such policies and procedures with precision.

Gear 6: Community Partnerships

Vision: We engage in community partnerships with local and global community connections, collaborative projects, and relationships that advance the district's learning goals.

Gear 7: Use of Space & Time

Vision: Learning environments are flexible, comfortable, and meet the needs, pace, interests, and preferences of the learner.

Collaborative Leadership

Vision: Leaders within our district are empowered to think and act innovatively and believe in our district's shared, forward-thinking vision for deeper learning through effective uses of digital, 21st Century technologies.

ACTION PLAN

1. PERSONALIZED LEARNING

GOAL: BWRSD will build and expand upon personalized learning environments that promote deeper, authentic learning experiences featuring collaboration, creation, problem solving and student voice.

Focus Area 1: Shared Vision of Personalized Learning
Sub-areas & Action

1. **Adopt and communicate a shared, forward-thinking vision for personalized learning.**
    - 1.1. Work with critical stakeholders to develop and communicate a shared definition and vision for personalized learning.

Focus Area 2: Rapid Cycle Edtech Evaluations
Sub-areas & Action

1. **Establish and implement a Process for Piloting New Educational Technology.**
    - 1.1 Develop an evaluation tool that features evaluation criteria for personalized learning.
    - 1.2. Develop, communicate and implement the evaluation process.
    - 1.3. Secure district resources annually to support effective pilots.

Focus Area 3: Curriculum Integration
Sub-areas & Action

1. **Strategically incorporate digital learning best practices that integrate personalized learning into all BWRSD curriculum areas.**
    - 1.1 Explore the incorporation of recognized digital learning standards into curriculum and instructional guides.
    - 1.2 Scale models of effective digital learning practices, as vetted by the Digital Learning Team (DLT) and others districtwide.
    - 1.3 Emphasize digital learning strategies that foster student ***collaboration, creation, problem solving and voice.***

2. INFRASTRUCTURE, DATA & PRIVACY

GOAL: BWRSD will provide a robust infrastructure that supports tools, resources, data, and systems that enable powerful digital learning opportunities while ensuring privacy, safety, and security for all students and staff.

Focus Area 1: Hardware

Sub-areas & Action

1. **Assess network stability and device access.**
   - 1.1. Develop and communicate a comprehensive 5 year Network and Device Refresh Plan.
   - 1.2. Plan for network and systems support.
   - 1.3. Implement and scale the 1 to 1 model.
   - 1.4. Prioritize supporting the network and device refresh plan in the annual budget.

Focus Area 2. Support

Sub-areas & Action

1. **Provide a range of systemic support and capacity building needed by users based on the district vision for digital learning.**
   - 1.1. Identify, evaluate and optimize current systems (operations and teaching and learning).
   - 1.2. Provide quality, consistent, systematic support for users to ensure technology is continually operational.
   - 1.3. Enlist technological savvy users to help support “just in time” technology support.
   - 1.4. Create a self-serve “on-demand” area for simple troubleshooting.

2. **Implement professional development to include technology support strategies.**
   - 2.1. Foster an “empowered users” culture whereby users work to problem solve and support colleagues.
   - 2.2. Embrace Librarians and DLT members as technology resource specialists.
   - 2.3. Include simple troubleshooting tips in professional development delivery.
   - 2.4. Encourage users to utilize the “on demand” help area when conducting troubleshooting.

Focus Area 3. Policy & Protocols

Sub-areas & Action

1. **Provide guidance and safeguards for users and the district.**
   - 1.1. Evaluate current policies, identify areas of need, develop policy and protocol to meet needs.
   - 1.2. Communicate policies and protocols and provide opportunities to educate users.
   - 1.3. Provide oversight to ensure compliance and best practice.

Focus Area 4. Return on Investment

Sub-areas & Action

1. **Evaluate current investments, identify areas of need, research new investments to meet needs.**
   - 1.1. Create and utilize a standard evaluation process tool.
   - 1.2. Consult internal and external experts to examine and measure current and proposed investments.
   - 1.3. Research successful practices and programs which provides a robust infrastructure that supports tools, resources, data, and systems to enable powerful digital learning opportunities while ensuring privacy, safety, and security for all students and staff.
   - 1.4. Use metrics which emphasizes continuous improvement planning and provides insight on return on investment.

3. PERSONALIZED PROFESSIONAL LEARNING

GOAL: BWRSD will leverage technologies and digital learning strategies to expand access to high-quality, ongoing, job-embedded professional learning opportunities for all teachers and administrators.

Focus Area 1. Technology to Enhance Professional Learning
Sub-areas & Action

1. **Foster a community using technology to support and enhance personalized professional learning.**
   - 1.1. Provide essential technology, resources and/or digital tools to professionals.
   - 1.2. Employ continuous improvement cycle to document strengths and gaps for future action.
   - 1.3. Foster a community whereby all users create and curate resources so that educators can access asynchronous professional learning.
   - 1.4. Encourage all staff to establish, engage with and grow their Personal Learning Network (PLN).

Focus Area 2. Relevant, Job-Embedded Professional Learning
Sub-areas & Action

1. **Establish professional learning opportunities that provide educators with voice, choice & and access to ongoing professional learning opportunities.**
   - 1.1. School leadership will encourage, support and manage relevant job embedded professional learning.
   - 1.2. Deliver professional learning days that feature educator choice and voice focused on experiential, collaborative learning.
   - 1.3. Provide recurring, on-site support sessions.
   - 1.4. Create a micro-credentialing/badging system which aligns to district initiatives leveraging technology.

Focus Area 3. DLT's & Action Research
Sub-areas & Action

1. **Strengthen and leverage the DLT's to personalize professional learning opportunities for staff.**
   - 1.1. DLTs will conduct action research focused on personalized learning methods.
   - 1.2. Successful action research results and strategies will be communicated via personalized professional learning, curriculum and resources.
   - 1.3. School leadership will encourage, support, manage, and celebrate risk-taking and experimentation for teachers to apply new learning.

Focus Area 4. Lab Classrooms & Learning Walks
Sub-areas & Action

1. **Implement a system of collaboration that model innovative digital learning strategies.**
   - 1.1. Develop a lab classroom procedure in which teachers will have the opportunity observe colleagues.
   - 1.2. Establish a professional learning culture which engages faculty in successful digital learning strategies, successes and failures.

4. COMMUNITY PARTNERSHIPS AND ENGAGEMENT

GOAL: BWRSD will engage in community partnerships with local and global community connections, collaborative projects, and relationships that advance the school's learning goals.

Focus Area 1. Enhanced Communications

Sub-areas & Action

1. **Develop a communications plan.**
   - 1.1. Develop a strategy and guidelines for district communication.
   - 1.2. Create a coordinated digital and social media presence.
   - 1.3. Guide schools to improve home-to-school communications through a variety of venues.
   - 1.4. Employ the continuous improvement cycle to assess and expand digital learning environments and access used by teachers, students and parents.
   - 1.5. Include a clear plan to promote Internet access for families considering public wifi access and programs that offer discount internet access.

Focus Area 2. Strengthen Community Partnerships

Sub-areas & Action

1. **Commence and nurture existing partnerships that sponsor apprenticeships, community service, and the use of community-based experts and resources.**
   - 1.1. Engage community groups to gain an understanding of the needs of the community.
   - 1.2. Identify public meeting spaces and community resources to involve local industries and leverage their expertise in global outreach.
   - 1.3. Strengthen the partnerships with our educational foundation which has a major investment in the success of the school district emphasizing continuous improvement.

5. BUDGET & RESOURCES

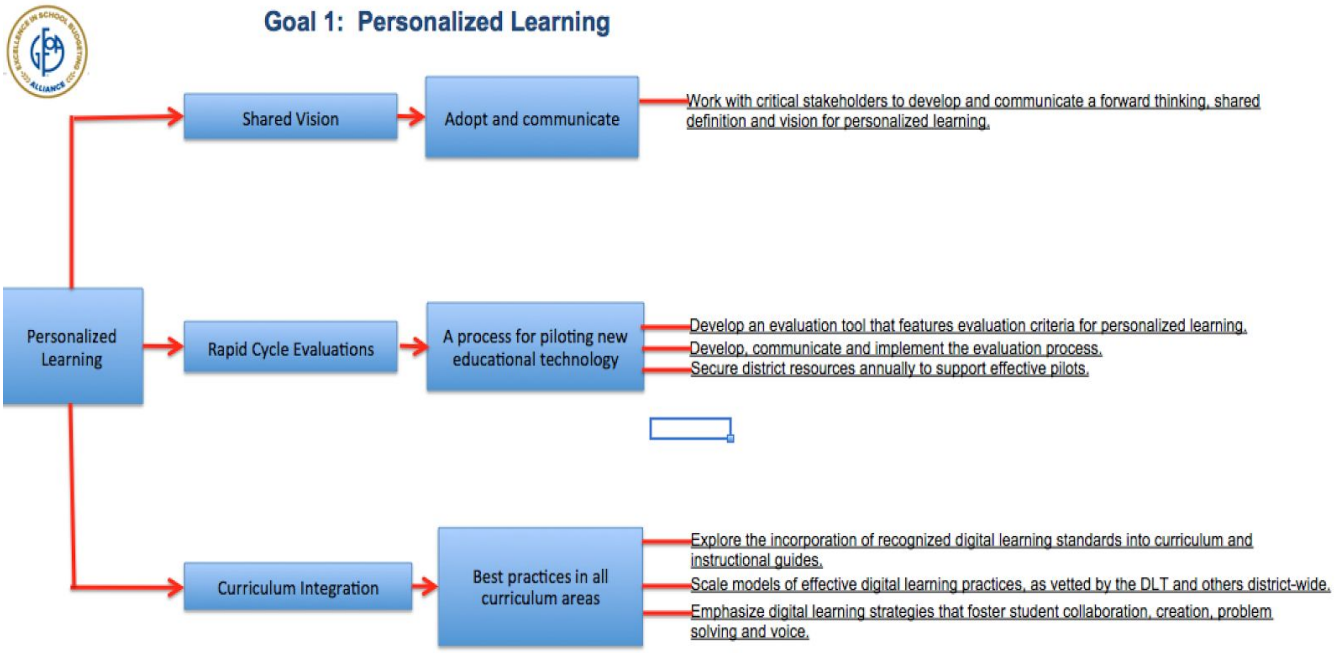
GOAL: BWRSD will implement strategic short-term and long-term budgeting that supports our digital learning vision, with consistent funding streams for both recurring and nonrecurring costs to ensure sustainability.

Focus Area 1. SMARTER Goals

Sub-areas & Action

1. **Use of tools and strategies endorsed by the Alliance in School Budgeting that align resources that have the greatest academic return on investment which support the Future Ready Action Plan.**

1.1



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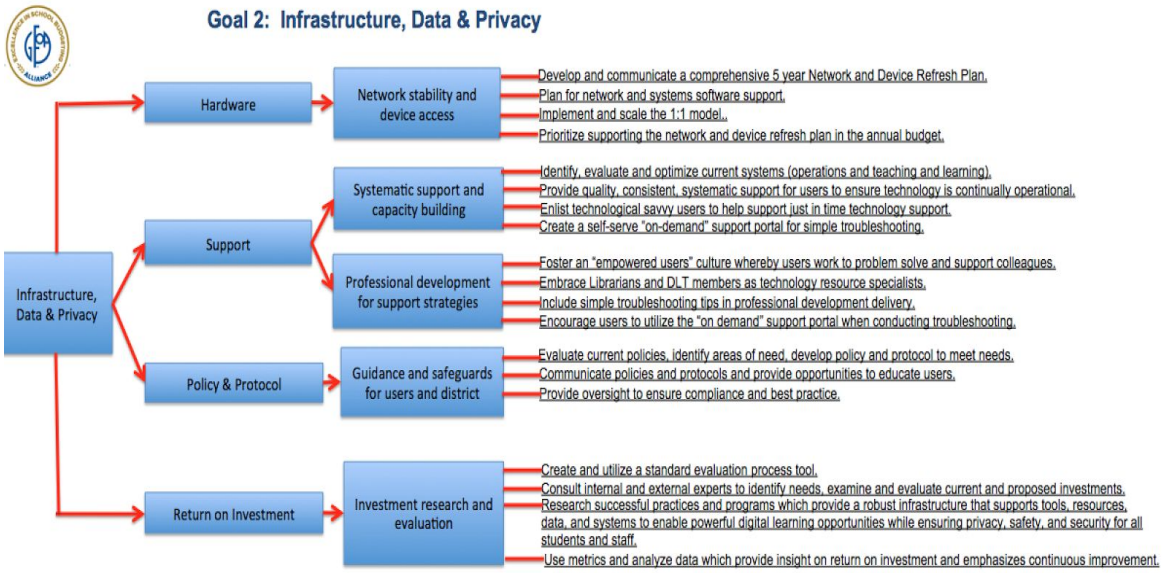
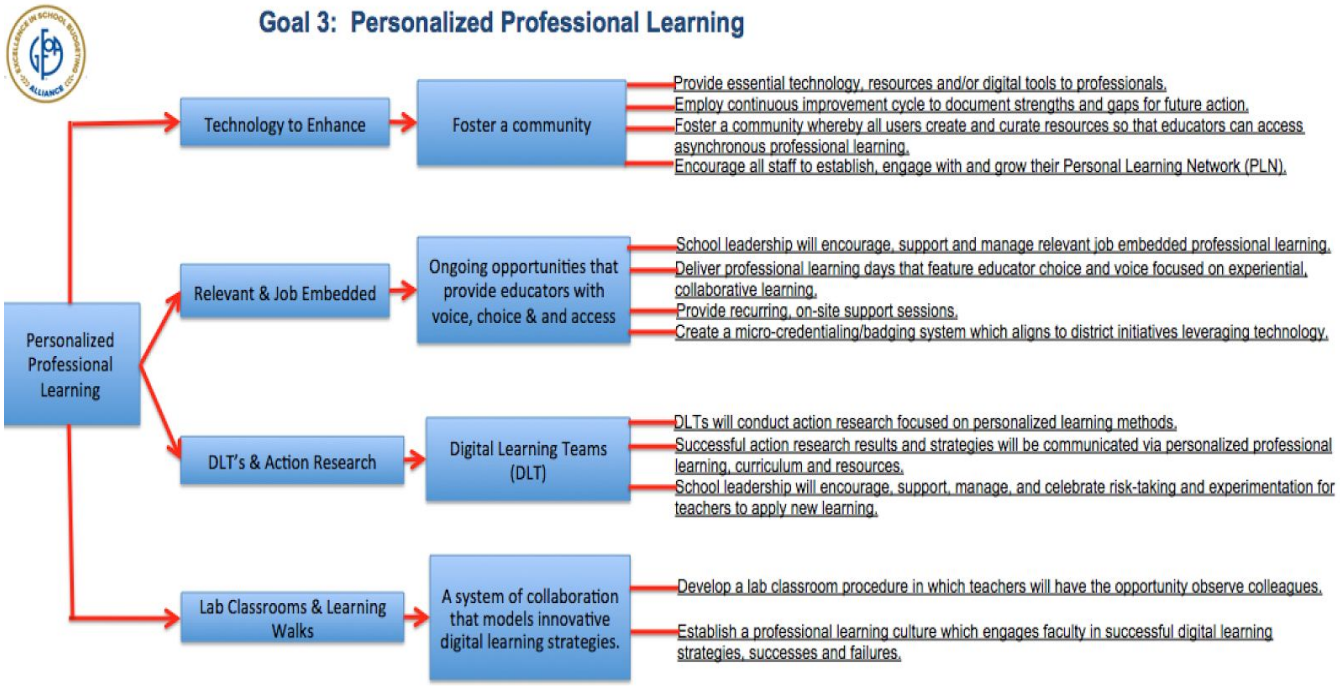

Goal 2: Infrastructure, Data & Privacy
Infrastructure, Data & Privacy
Hardware
Network stability and device access
Develop and communicate a comprehensive 5 year Network and Device Refresh Plan.
Plan for network and systems software support.
Implement and scale the 1:1 model..
Prioritize supporting the network and device refresh plan in the annual budget.
Support
Systematic support and capacity building
Identify, evaluate and optimize current systems (operations and teaching and learning).
Provide quality, consistent, systematic support for users to ensure technology is continually operational.
Enlist technological savvy users to help support just in time technology support.
Create a self-serve "on-demand" support portal for simple troubleshooting.
Professional development for support strategies
Foster an "empowered users" culture whereby users work to problem solve and support colleagues.
Embrace Librarians and DLT members as technology resource specialists.
Include simple troubleshooting tips in professional development delivery.
Encourage users to utilize the "on demand" support portal when conducting troubleshooting.
Policy & Protocol
Guidance and safeguards for users and district
Evaluate current policies, identify areas of need, develop policy and protocol to meet needs.
Communicate policies and protocols and provide opportunities to educate users.
Provide oversight to ensure compliance and best practice.
Return on Investment
Investment research and evaluation
Create and utilize a standard evaluation process tool.
Consult internal and external experts to identify needs, examine and evaluate current and proposed investments.
Research successful practices and programs which provide a robust infrastructure that supports tools, resources, data, and systems to enable powerful digital learning opportunities while ensuring privacy, safety, and security for all students and staff.
Use metrics and analyze data which provide insight on return on investment and emphasizes continuous improvement.

1.3


Goal 3: Personalized Professional Learning
Personalized Professional Learning
Technology to Enhance
Foster a community
Provide essential technology, resources and/or digital tools to professionals.
Employ continuous improvement cycle to document strengths and gaps for future action.
Foster a community whereby all users create and curate resources so that educators can access asynchronous professional learning.
Encourage all staff to establish, engage with and grow their Personal Learning Network (PLN).
Relevant & Job Embedded
Ongoing opportunities that provide educators with voice, choice & and access
School leadership will encourage, support and manage relevant job embedded professional learning.
Deliver professional learning days that feature educator choice and voice focused on experiential, collaborative learning.
Provide recurring, on-site support sessions.
Create a micro-credentialing/badging system which aligns to district initiatives leveraging technology.
DLT's & Action Research
Digital Learning Teams (DLT)
DLTs will conduct action research focused on personalized learning methods.
Successful action research results and strategies will be communicated via personalized professional learning, curriculum and resources.
School leadership will encourage, support, manage, and celebrate risk-taking and experimentation for teachers to apply new learning.
Lab Classrooms & Learning Walks
A system of collaboration that models innovative digital learning strategies.
Develop a lab classroom procedure in which teachers will have the opportunity observe colleagues.
Establish a professional learning culture which engages faculty in successful digital learning strategies, successes and failures.

1.4

Goal 4: Community Partnerships & Engagement

APPENDIX

FUTURE READY GLOSSARY OF TERMS

Adaptive learning. An approach that uses technology to engage students in interactive learning activities, which are customized to meet each individual's learning needs, based on continuous feedback and data analytics.

Alliance for Excellence in School Budgeting. A small group of school districts from across the country who will work together as a cohort to implement the Best Practices in School District Budgeting.
The focus is on strengthening the alignment of academic and financial planning to support school improvement.

Authentic learning. A general model for designing learning activities that are rigorous, in-depth and have value beyond the classroom. The work assigned in authentic learning environments often mirrors the type of work done in the real world.

Blended learning. Blended learning describes models of learning where a student learns at least in part at a supervised brick and-mortar location away from home and at least in part through online delivery with some element of student control over time, place, path, and/or pace; often synonymous with hybrid learning. (Horn and Staker, 2011)

21st Century Skills. 21st Century Skills are essential skills that children need to succeed as citizens and workers in the 21st century. They include core subjects, 21st century content, learning and thinking skills, ICT literacy, and life skills.

Collaborative Workspaces. Any tool that allows for collaboration or access to shared documents such as Google Docs.

Competency-based. A type of learning where the student advances in mastery of a set of competencies at a pace, and often in an order, determined by the student.

Data culture. An educational environment characterized by the effective use of data and evidence-based reasoning.

Deeper learning. Deeper learning prepares students to know and master core academic content, think critically and solve complex problems, work collaboratively, communicate effectively, and be self-directed and able to incorporate feedback. It enables graduating high school students to be college and career ready and to make maximum use of their knowledge in life and work.

Digital Citizenship. Understanding the safety concerns, rights and responsibilities necessary to access and participate in online communications or communities.

Digital Learning: Digital learning is the strengthening, broadening and/or deepening of students' learning through the effective use of technology. Digital learning can be enabled through a range of instructional practices encompassing a wide spectrum of modern tools and strategies. It emphasizes high-quality instruction and provides access to challenging content, feedback through formative assessment and opportunities for learning anytime and anywhere.

Digital Learning Team (DLT). A diverse cohort of teachers in each school to implement effective models of personalized learning as a resource to scale up learning for all staff through the utilization of effective personalized learning models.

Document Management. Tools for storing, sharing and organizing documents such as drop boxes, file storage and organization tools, shared public spaces, etc.

Performance-based. Learning activities that require complex performances as demonstrations of knowledge.

Personalized learning. Personalized learning involves tailoring content, pacing, and feedback to the needs and interests of students- individual and collective, and empowering students to regulate and take ownership of some aspects of their learning.

Privacy: The balance between collection and dissemination of data, technology, and individuals' right to have their personal information kept private. (Source: Data Quality Campaign.)

Project-based learning. Inquiry-based learning where learning takes place in response to a complex question or problem.

Security: The policies and practices implemented at the state, district, and school levels to ensure that data are kept safe from corruption and that access is limited and appropriate. Data security helps ensure privacy and protects personally identifiable information. (Source: Data Quality Campaign.)

SMARTER Goals. Specific - precise outcome or result, Measureable - verifiable, ideally quantifiable, Achievable - grounded in reality, Relevant - focused on student achievement, Time-bound - short and long-term objectives, Engaging - stakeholders in improvement, Resourced - aligning finances with goals

Stakeholders: Members of our school community such as students, teachers, families, administrators, and local businesses and organizations.

Synchronous Tools. Communication tools that support real-time communication such as webinars, Skype or chat.

Visualization Tools. Tools that support the visual representation of thinking and ideas such as charting, graphing, or concept mapping tools.

DEEPER LEARNING SKILLS DEFINED

Mastery of Core Academic Content: Students build their academic foundation in subjects like reading, writing, math, and science. They understand key principles and procedures, recall facts, use the correct language, and draw on their knowledge to complete new tasks.

Critical Thinking and Problem Solving: Students think critically, analytically, and creatively. They know how to find, evaluate, and synthesize information to construct arguments. They can design their own solutions to complex problems.

Collaboration: Collaborative students work well in teams. They communicate and understand multiple points of view and they know how to cooperate to achieve a shared goal.

Effective Communication: Students communicate effectively in writing and in oral presentations. They structure information in meaningful ways, listen to and give feedback, and construct messages for particular audiences.

Self-directed Learning: Students develop an ability to direct their own learning. They set goals, monitor their own progress, and reflect on their own strengths and areas for improvement. They learn to see setbacks as opportunities for feedback and growth. Students who learn through self-direction are more adaptive than their peers.

An "Academic Mindset": Students with an academic mindset have a strong belief in themselves. They trust their own abilities and believe their hard work will pay off, so they persist to overcome obstacles. They also learn from and support each other. They see the relevance of their schoolwork to the real world and their own future success.

FUTURE READY GEAR DESCRIPTIONS

Descriptions adapted from the Future Ready Framework developed by the Alliance for Excellence in Education.

Gear 1: Curriculum, Instruction, and Assessment

21st Century Skills & Deeper Learning
Curriculum, instruction, and assessment are based on clear expectations that are solidly grounded in standards-based content, but also intentionally integrate elements of deeper learning, such as critical thinking, creativity and innovation, self-direction and perseverance Educators provide all students with opportunities for authentic learning in the context of today's digital society.

Personalized Learning
Educators leverage technology and diverse learning resources to personalize learning experiences for students. Personalization involves tailoring content, pacing, and feedback to the needs and interests of students- individual and collective, and empowering students to regulate and take ownership of some aspects of their learning.

Collaborative, Relevant, and Applied Learning
In digital learning environments, students do work similar to that of professionals in the larger society. They collaborate with educators, fellow students, and others outside of the school environment on projects that often (1) involve the creation of authentic products, (2) foster deeper learning, and (3) have value beyond the classroom walls.

Educators Leveraging Technology
Educators in digital learning environments integrate learning-enabling technology effectively and seamlessly into the teaching and learning process. These educators have the skills to adopt multiple, highly effective learning technologies and adapt to diverse, evolving learning structures to assure that the use of technology adds value to the learning process.

Assessment: Analytics Inform Instruction
The district and its schools use technology as a vehicle for diagnostic, formative, and summative assessment. The school system has mechanisms (i.e., processes and digital environments) for integrating data from multiple sources to improve, enrich, and guide the learning process. Educators actively use data to guide choices related to curriculum, content, and instructional strategies.

Gear 2: Personalized Professional Learning

Responsibility for Individual and Collective Learning Goals
Teachers and teacher teams identify learning goals that accelerate and amplify the impact of effective instruction to increase student achievement.
To promote goal-oriented, self-regulated professional learning, educators and administrators actively monitor their progress towards individual and collective learning goals. Data will include evidence of improved instructional practice, student engagement and achievement, and student attainment of 21st century digital learning skills.

Professional Learning Design is Focused on the Integration of Content and Deeper Learning Skills
Professional learning incorporates current research to provide support and insights into more student-centered instructional practices and for the purposeful promotion of deeper learning (mastery of content, critical thinking and creative problem solving, collaboration, communication, self-directed learning) through the use of technology Professional learning designed to include time and support for the application of new learning and reflection upon its impact on student achievement. Professional learning designed to facilitate, model often require that educators create, join, and sustain professional networks related to instructional changes needed to advance the achievement of all students. These professional learning networks exist both within and outside of the district, frequently leveraging the latest in social media, such as Twitter or Google Plus communities.

Diverse Opportunities for Professional Learning Through Technology
Educators have access to (and the technology skills necessary to leverage) professional development opportunities that are diverse, collaborative, customizable and often supported by the latest technologies. Teachers, administrators, and other education professionals actively support their professional practices by using technology, eLearning, and social media to optimize learning and teaching, which may include developing a professional learning network (PLN) and participating in online communities of practice. The district establishes flexible policies and practices that encourage professional learning for teachers, administrators and other education professionals, which may include providing micro-credentials to acknowledge expertise in specific areas such as digital learning, assessment literacy, or intervention strategies.

Gear 3: Robust Infrastructure

Adequacy of Devices; Quality and Availability
The district considers a host of creative options to ensure that diverse and appropriate technology devices are available to all students and staff to support powerful digital learning at any time, from any location.

Robust Network Infrastructure
Adequate bandwidth and a supportive infrastructure are in place to ensure ready and consistent access to digital resources for teaching and learning. Teams monitor usage and identify possible bottlenecks prior to them affecting teaching and learning. Privacy, safety and security are primary concerns. The school community collaboratively designs responsible use policies, and confirm that the network design is supportive of these policies.

Adequate, Collaborative and Responsive Support
Sufficient technical and instructional support, characterized by a positive service orientation, is available in every school. Support is proactive and collaborative; providing resources, coaching, and just-in-time instruction to prepare teachers, students and other school staff to use new technologies, thereby reducing the need for interventions during the learning process.

Formal Cycle for Review and Replacement
Teams continuously plan for and monitor technologies—software, hardware, and infrastructure—Software use is audited and value is discussed/decided on collectively upgrade add and refresh is done in a timely, environmentally responsible, and proactive manner.

Gear 4: Budget and Resources

Efficiency and Cost Savings
Innovative funding for digital learning leverages technologies to improve teaching and learning as well as to increase efficiency and cost savings.
A cross-functional District budget development team is formed that is composed of District leaders, key stakeholders, and subject matter experts who collectively represent the District's interests. This team employs strategies for calculating the total cost of ownership (TCO) for all technology resources; focusing on learning-enabling technology, digital resources and instructional practice.

Alignment to District and School Plans
Priorities for budget and resources are clearly linked to district- and building-level strategic and tactical plans and to continuous improvement goals. Innovative programs are funded conditionally upon their alignment to the district's vision and mission. All expenditures are justified as supportive of these plans.

Consistent Funding Streams
The District has consistent and flexible funding that enables equitable access to optimal learning environments. Budgets for technology-enabled learning tools and resources are addressed in short and long-term fiscal plans. Funding sources are identified in the District's annual maintenance and operation budgets with minimal reliance on grants or other temporary sources. Funding for digital learning is integrated across multiple budget areas where appropriate.

Academic Return on Investment
All metrics for review of budget priorities and cost-efficiency are based on their demonstrated relationship to student learning goals. District leaders have strategies and tools for measuring Academic Return On Investment (A-ROI) in digital learning; focusing on learning-enabling technologies, resources, instructional practice and student learning.

Gear 5: Data and Privacy

Data and Data Systems
To facilitate data-driven decision making, appropriate data (i.e., data dashboards and data analytics) are contemporary, well maintained, readily available, easily comprehensible, and useful for supporting the decision making processes. The data are available at any time, on any device, and from any location, made available through real-time access to data dashboards, data analytics, and data warehouses.

Data Policies, Procedures, and Practices
Using the Family Educational Rights and Privacy Act (FERPA) as the basis, the district has up-to-date policies, procedures, and practices that address legal, ethical, and safety issues related to the privacy and security of data, and the usage of data, technology, and the Internet. Data policies, procedures and practices address the collection, storage, analysis, reporting, transmission, and archiving of data, as well as the usage of data, the Internet, and technology by students and education professionals in the course of teaching, learning, communications, and the management of school services.

Data-Informed Decision Making

The use of formative and summative assessment data is part of the school culture, with administrators, teachers, and, perhaps most importantly, students actively using this data to improve learning. Assessment is not viewed as punitive, but rather as part of the teaching and learning process. There is an expectation in the district that data will inform all teaching and learning practices and decisions. This is modeled at all levels of the school system, from administration to the students themselves.

Data Literate Education Professionals
Educators in the system are data-literate. They are aware of the legal and ethical responsibility to ensure security, accuracy, and privacy in the collection, analysis, exchange of, and reporting of data. They understand the potential uses and misuses of data in the teaching and learning process and act accordingly. All education professionals in the district use data to inform instructional and administrative decision making. Data literacy extends to students as well as curricula are reviewed and updated to make effective use of evidence and data a priority for all.

Gear 6: Community Partnerships

Local Community Engagement and Outreach
The school serves as a hub of the local community. As such, it actively involves the community in achieving its learning goals, reaching out to the community to (1) extend learning into community centers, libraries, businesses, higher education institutions, museums, and other public spaces (2) bring relevance to curricula through partnerships that take the shape of apprenticeships, community service, and the use of community-based experts and resources; (3) implement community-based exhibitions, reviews, critiques, and celebrations of student work; (4) coordinate after school programs, including collaboration with the school and students' teachers.

Global and Cultural Awareness
The community partnerships extend and deepen students' knowledge, understanding, and appreciation of cultures and communities other than their own. Digital networks enable students and education professionals to connect, interact, and collaborate with other students, experts, and organizations from outside of their locale. The school builds the capacity of students to recognize and value diversity, enabling them to participate successfully in community partnerships online and face-to-face.

Digital Learning Environments as Connectors to Local/Global Communities
The school district has established a digital learning environment that offers students access, e-communication, resource libraries, file exchanges, and Web tools, which facilitate interactions among peers and between teachers, parents, and students in school and beyond. District leaders build digital citizenship in students and structure online communities that ensure online safety and security.

Parental Communication and Engagement
School leaders engage parents and students in home-to-school communications through a variety of venues. While this may include internet-based solutions, it also includes options that do not depend on connectivity in the home.

Gear 7: Use of Space & Time

Flexible Learning; Anytime, Anywhere
By leveraging technology and media resources, digital learning options are available for students at any time of day, from home, at school, and in the community. The value of anytime, anywhere learning is dependent on access and capacity for use; ubiquitous, robust internet access and the capacity to use digital learning tools and resources effectively.

New Pedagogy, Schedules, and Learning Environment for Personalized Learning
To facilitate more personalized learning, educators work together to identify and validate new designs for personalized learning where the use of time is adaptable and flexible. Associated resources are made available to all students both synchronously and asynchronously to promote flexibility.

Competency-Based Learning
One facet of personalized learning, Competency-Based Learning (CBL), integrates student voice and choice, flexible paced learning with timely support, and demonstration of academic proficiency. Pace of learning is flexible based on the needs of individual students and the challenges of complex, often project-based work. Timely support is provided to accommodate learning needs and guarantee access to content and resources. Upon mastery of explicit, measurable and transferable outcomes that demonstrate the application and creation of knowledge, learners move on to a new, targeted standard.

Strategies for Providing Extended Time for Projects and Collaboration
Districts are re-imagining the school day and school year by re-designing and extending learning time, providing greater access to integrated enrichment and quality instruction. Rather than rigid schedules and short class periods, time allocations are flexible, allowing for extended schedules and work time for complex projects. Digital learning enables students to productively use time during and beyond the school day, often redefining homework time.

Collaborative Leadership

A Shared, Forward-Thinking Vision for Digital Learning
The district recognizes that, to prepare their students to thrive in today's connected, fast-paced society will require an education that engages students in evidence-based, deeper learning through smart uses of technology and new pedagogies. The district continuously engages students, teachers, administrators, parents, and the community in the envisioning of a transformed education system that personalizes and enhances learning for all students through the effective uses of technology.

A Professional Learning Culture of Collaboration, Innovation, Capacity Building, and Empowerment
The District leadership team has established a collaborative culture of innovation in which leaders at all levels are empowered to innovate. The capacity of leaders to innovate is maximized through a professional learning culture of trust and respect, providing leaders with the flexibility and adaptability they require to lead. This culture leads to sustainable change, informed by research and facilitated by digital leaders.

High Expectations for Evidence-Based Transformations to Digital Learning
Across the district, teachers, administrators, and students are expected to show progress toward the district vision. The district has established benchmarks and metrics for gauging such progress and is working across the district to monitor progress, celebrate milestones, and to use evidence-based decision making to ensure that technologies are implemented in ways that advance the vision.

Transformative, Coherent Thinking, Planning, Policies, and Implementation
The district's forward-thinking vision is advanced through leaders' transformative thinking. Leaders have ensured that the district's policies are coherent with the philosophy underpinning the vision (e. g., personalizing professional learning for education professionals, just as they personalize learning for students). District leaders have developed strategic plans that map potential pathways to the district's preferred future, and have created the tactical and financial plans and dedicated budget necessary for implementation. As they implement they monitor, adjust, build capacity, and incrementally improve.