

**Auburn City Schools 21st Century Learning Initiative**

**Goal #2--To increase student achievement, engagement, and ability to learn to meet the demands of the world they are entering**

**Objective 1-To find the inherent and unique advantages of a one-to-one computing environment to increase student achievement, engagement (involvement, perserverance, effort, and attitude), and the ability to learn**

Activities that help achieve the objective and realize the outcome	Inputs that help achieve the objective and realize the outcome	Data	Measurement	Outcome [What was accomplished]	Time Line
Application of the "but for" test to the uses of the technology and the methods and curriculum selected to better find the inherent and unique advantages of the technology investments		Scores on non-curricular tests and assessments of Annual Yearly Progress	X% increase in scores on non-curricular tests and assessments of Annual Yearly Progress		
Curricular activities that require search, information validation, information acquisition, synthesis, application, problem solving, writing, and presentation		Graduation rates, attendance at post-secondary institutions, gainful employment, and the ability to excel at home, community, and family based obligations as an adult	X% increase in graduation rates from Y% to Z%. X% increase in post-secondary attendance from Y% to Z%. X% increase in gainful employment from Y% to Z%. X% increase in the ability to excel from Y% to Z%.		
		Student report cards	Grades and aptitude are in alignment		
Extract lesson plans, curriculum, and methods from successful 1 to 1 middle school computing projects		Attendance, discipline issues in kind and quantity, notes home or other parent contact, class participation, survey of teachers, students, and parents, and time spent on learning activities beyond what is required.	X% increase in attendance, X% decrease in dicipline issues and need for parent contact for discipline reasons, X% increase in class participation, X % improvement in reported engagement by students, teachers, and parents, and X% increase in time on learning above required amounts		
		Amount and quality of student- created material in written and multimedia form that fulfills curricular objectives			

Activities that help achieve the objective and realize the outcome	Inputs that help achieve the objective and realize the outcome	Data	Measurement	Outcome [What was accomplished]	Time Line
<b>Objective 2-Utilize an appropriate mix of educational strategies including but not limited to the following:</b>					
<b>Reflect work conditions</b>					
<b>Each student's learning style is assessed</b>		The % of learning activities that are done by traditional and classroom-based teaching versus customized, self-directed, collaborative, project-based, cross-curricular, and applied learning methods			
<b>Remediate</b>					
<b>A student portfolio system captures a complete record of the students work and progress</b>		Credit for whole courses or course components or modules is given as appropriate for demonstrated and properly documented knowledge, self-acquired learning, extended learning, more and deeper learning, and remedial learning that is reflected in the students transcript and the satisfaction of district requirements	90% of demonstrated and documented learning results in credit being granted to the student. Credit for an entire course would be recorded on the transcript. The minimum response to other demonstrated and documented learning is to not make the student repeat a lesson they have already proven that they have learned.		
		The number and depth of alternative assignments given to a student that reflects the differences in their learning and the pace of their progress through the materials.	The number and depth of alternative assignments given will increase X% per year		

Activities that help achieve the objective and realize the outcome	Inputs that help achieve the objective and realize the outcome	Data	Measurement	Outcome [What was accomplished]	Time Line
Customized learning		Survey of students and teachers			
Extended learning					
More and deeper learning					
Self-directive learning					
Collaborative learning					
Project-based learning					
Cross-curricular learning					
Application of learning to real world or community problems or issues					
Use of community members and issues as part of the curriculum					
<b>Objective 3-Use technology to know student achievement, engagment and learning ability levels and respond appropriately</b>					
		Individualized Education Plans for students	Each student has a Individualized Education Plan		
		Formative assessments results	Formative assessments are used to regularly in all classes to revise class and individual lesson plans and learning activities		
		Summative assessment results	Summative assements are used appropriately and in context of the all the influences on the learning life of the student to guage the progress of the student and the school as a whole		
<b>Objective 4-Motivate students to seek learning opportunities to use technology as an extension of the classroom</b>					
Student assessment and rewards includes the extended school day and learning activities outside of the classroom	Student evaluations	Teacher, student, and parent survey	X% more time spent on learning outside the classroom and that increase comes at the expense of low value leisure activities such as non-educational TV		
	Teacher evaluations				
	Games and simulations				