

RSU16 TECHNOLOGY PLAN

JULY 1, 2013 THROUGH JUNE 30, 2016

Completed 04/19/13

Regional School Unit 16
3 Aggregate Road
Poland, ME 04274
207-998-2727

SCHOOLS:

Elm Street School, Mechanic Falls, ME K-6
Minot Consolidated School, Minot, ME K-6
Poland Community School, Poland, ME K-6
Bruce M. Whittier Middle School, Poland, ME 7-8
Poland Regional High School, Poland, ME 9-12

Primary Contact:

Linda Chaisson, District Technology Coordinator
Regional School Unit16
3 Aggregate Road
Poland, ME 04274
Office: 207-998-5400 Ext 103
lindachaisson@rsu16.org

Table of Contents

RSU16 Technology Planning Committee	3
Opening Statement	3
Section 1. Community & Parental Involvement	4
Section 2. Vision	4
Section 3. Goals	5
Section 4. Identify Necessary Technology	6
Section 5. Collaboration with Adult Literacy Service Providers	7
Section 6. Strategies for Improving Academic Achievement and Teacher Effectiveness	7
Section 7. Integration of Technology with Curricula, Instruction, and Assessment	8
Section 8. Technology Type and Costs, and Coordination with Funding Resources	9
Section 9. Supporting Resources	9
Section 10. Steps to Increase Accessibility	10
Section 11. Promotion of Various Curricula and Teaching Strategies that Integrate Technology	11
Section 12. Professional Development	11
Section 13. Innovative Delivery Strategies	12
Section 14. Accountability Measures	13

Appendix:

- A. Current Inventories (*Section 4.*)
- B. Equipment needs to reach the goals of the 3-year plan (*Section 4.*)
- C. Technology types & costs to meet the goals outlined in Section 3. (*Section 8.*)
- D. Technology types and timeline (*Section 8.*)

RSU16 Technology Plan Team

Tina Meserve, Assistant Superintendent
Linda Chaisson, District Technology Coordinator
Jenny Rose, Adult Education Director
Chris MacMahon, PCS Parent
Kim Simpson, PCS Teacher
Trish Suckow, MCS Parent
Jen French, MCS Teacher
Gigi Lee, ESS Teacher
Suzette Moulton, WMS Parent
Dan Knott, WMS Teacher
Julie Purdy, PRHS Teacher & Librarian
Joe Parent, PRHS Parent and School board member
Rick Benoit, K-6 Principal
Shawn Vincent, Middle School Principal
Cari Medd, High School Principal

Opening Statement

The towns of Poland, Minot and Mechanic Falls became a consolidated school system on July 1, 2009 forming Regional School Unit 16.

RSU16 is a rural school district covering three towns of 1700+ students in grades Pre-K through 12. As a result of consolidation a whole new level of collaboration and shared vision has developed between the three towns. Recently, the district embarked on a strategic planning process that included meetings with key stakeholders within the school system as well as the larger community. A draft 5-year Strategic Plan has been completed with feedback and final board consideration occurring this spring.

The school board has been updating all its policies and developed new processes for creating one budget for the entire district. The District's Budget Committee includes administrators, school board members and a Budget Committee member from each town. Budget presentations occurred for Town Leaders in addition to the public meetings held in each town.

Access to technology has always been a commitment in the district. With the MLTI one-to-one initiative in grades 7-12, the district has been working on updating our resources in the K-6 schools to make sure all our students have access to the tools they need to become proficient in technology in our ever-changing world. This technology plan serves to demonstrate this commitment and ensure it addresses all points mandated by the Maine Department of Education.

Upon consolidation in 2009, a complete technology assessment of the district was completed. This assessment included examining not only our schools network infrastructure and technology equipment, but also our financial software, transportation system software, food services, communications including, telephone systems, cell phone plans and email, student information systems and library automation.

1. Community and Parental Involvement – *Involve a broad representation of the school community in the planning process. Include a description of how the technology will be used effectively to promote community and parental involvement and increase communication with parents, including a description of how parents will be informed about the technology and its proper use.*

Our planning process involved parents, teachers, and principals from all five schools in the district along with our Assistant Superintendent, District Technology Coordinator and a member of the school board.

Technology is utilized in a variety of ways to increase communication and involvement of parents and community members.

- Infinite Campus, our web-based student information system has a portal for parents and students to access daily notices and communications, grades, attendance and behavior data. It also gives parents the ability to review their children's school related fees and lunch accounts, see what they have purchased and add money online. We have also enabled the Mobile app for the portal for both iPhone & Android smartphones and tablets. Many of our students and parents access the database in this way.
- We utilize the Messenger Service in Infinite Campus to make automated calls and send emails to parents regarding attendance, school events, budget meetings, and school cancellations.
- Though our district web site, <http://www.rsu16.org>, is only three years old it recently underwent another complete redesign. From our web site parents and community members can get information regarding all that is going on in our schools, newsletters, access to budget information, school board minutes, policy and curriculum information, faculty contact information, transportation and more.
- With one-to-one computing in grades 7-12 district wide, we annually host a number of Parent Information Nights in our schools to provide parents with the information they need about their children having a school issued computer. It is important that both parents and students have the knowledge and skills to make informed decisions about technology use while maintaining safety and appropriate use. We also review proper handling of the device, our Acceptable Use Policy and the new parent log in on the laptops that allows parents to utilize the device along with their students while keeping their work separate.
- At Open House evenings in all schools information is provided to parents about accessing Infinite Campus, our web site, our cable channel and other important information.
- Another measure used for communication is the high school's cable access channel where announcements and school board meetings are broadcast to the community.
- For parents who do not have access to the internet, we maintain a mailing list in each of the schools to make certain those parents receive all the important information and newsletters via the postal service.
- We recently set up district Facebook and Twitter accounts as an additional way to share information with parents and students and they have been well received and followed.
- Moving forward we are planning to set up a YouTube Channel for the district to upload and share school board meetings and showcase student work and also implement our parent portal access to our transportation software so parents can access bus routes and other information online.

2. Vision - Establish a vision statement linking the tools of technology with areas such as curriculum content, instructional practices, professional development strategies, and enhanced services. *(If you have already established a school or district-wide vision statement you may use it rather than establishing a separate statement, so long as it encompasses the requirements above.)*

RSU 16's vision is to prepare all students within a culture of excellence to do their best and to be their

best and cultivate their particular talents so that each can be a successful contributing citizen and lifelong learner, able to adapt to change and to successfully respond to the future.

Within technology, this includes supporting an up-to-date and evolving curriculum, and effective instructional practices – especially those with strong research support – and quality, differentiated professional development. We will continue enhancing our technology services to teachers and students.

A simple but powerful strategy flows from this vision. We will identify the places in our curriculum where technology can support the best instructional practices. We will train our teachers and staff in the use of this technology. We will assure that students across the district have equitable access to resources and support. This implies that our system of technology, including the human support system, continue to grow and change with our instructional changes.

3. Goals – *Articulate specific goals, aligned with the Maine Learning Results, for using advanced technology to improve student academic achievement.*

Student learning in RSU 16 is based on the Maine Learning Results, both the guiding principles and the state standards. The following goals have been developed to support student achievement, PreK-12, throughout the district.

Our technology goals in Regional School Unit 16 are to:

- Provide learners with high quality technology-based learning aligned with the Maine Learning Results and state standards.
- Provide access and training for all learners in the school and community.
- Use technology to communicate with the school community and the world.
- Make informed decisions on the use of curriculum-specific technology to support student learning.
- Maximize efficiency in learning, accessibility and administration using technology.
- Provide ongoing, sustained professional development in technology for teachers, staff, and administration.
- Expand parental participation and community involvement to improve communication and gain efficiency.
- Use technology in a healthy, ethical and safe manner as identified in the Digital Citizenship Curriculum K-12.
- Maintain reliable technology access; manage, repair, upgrade and replace equipment and software, and keep skills of technology staff current through necessary funding and planning for emerging technologies.
- Assure equity of technology resources and accessibility throughout district.
- Provide adequate resources and staff to carry out this plan.
- Utilize technology to support the use of best practices (e.g., standards-based practice and reporting, Response to Intervention, Student Needs Continuum).

4. Identify Necessary Technology – *Include a technology assessment. Gather information about technology currently in use so that what will be needed to meet new goals can be determined. Include a list of the equipment and telecommunication services that are necessary to reach the goals.*

Since July of 2009 we have restructured our IT Department and in addition to the Technology Coordinator we have a staff of three technicians covering the five schools, adult education and central

office. We have centralized technology purchasing as well as a district wide contracts for printers and copiers. We have standardized the servers, networks and firewalls at each school to ensure that all buildings have the infrastructure and backbone needed for students to utilize technology in their work.

The IT Department maintains over 1400 student, teacher, staff and administrative computers and file servers. Currently all teachers in the district have laptop computers. In grades K-6, teacher laptops are funded through the school budget, in grades 7 – 8 as part of the Maine Learning Technology Initiative (MLTI) and in the high school they are funded through the school budget using the MLTI cost structure of \$273 per user per year. At two of the K-6 schools all teacher laptops are less than two years old, next year we will begin replacing them at the third K-6 school. Teachers also have access to digital projectors and our long-term plan is to have one projector for every classroom.

Students in grades K-6 have access to Mobile labs (laptop carts) and some classrooms have a few older computers in them. Last year we began the process of updating the Mobile labs and that remains in progress. Two of the K-6 schools also have computer labs. We are regularly replacing older equipment through our budget process so that students and teachers have access to modern websites built with newer technology. All middle school and high school students have a laptop computer assigned to them as part of the MLTI program. This one-to-one computing environment sets the stage for technology integration in the upper grades.

In our three elementary schools we have over 100 iPads being used in grades PreK to three. Students are using a variety of apps in all content areas.

All servers in the district have been replaced and standardized in the last three years. These servers provide a variety of network services including DHCP, user storage accounts and hosting for electronic testing suites. Currently the middle school, high school and two of the elementary schools have high-speed Cisco wireless networks that are less than four years old. Poland Community School is in need of a new wireless network as part of our long-term plan. It was not professionally installed and is currently pieced together with patches to keep it working. The networks at the middle school and high school easily support the one to one deployment while the networks at the K-6 schools are adequate for currently installed technology. They may need to be expanded in the future.

All internet filtering and firewall services are handled via the JoeBox network hardware provided by the Network Maine initiative. We have a JoeBox device installed at each school.

We have seven foodservice terminals that are older Windows PC's that are used to process all students for the school lunch program. These will need to be updated within the course of this 3-year plan.

Appendix A is a complete inventory of the district technology.

Appendix B is a list of equipment needed necessary to reach the long-term goals of the technology plan.

5. Collaboration with Adult Literacy Service Providers – *Describe how the program will be developed, where applicable, in collaboration with adult literacy service providers.*

Adult literacy activities in RSU 16 are provided, primarily, through our Adult Education Program. This program has its own modern computer lab on site and extensive computer courses are offered throughout the

RSU 16 school year, as well as a 5-week summer session, in both day and evening classes.

RSU 16 instructors offer a variety of technology-based classes on business skills such as computer literacy, QuickBooks, Microsoft and open source applications, keyboarding, internet basics and email. These and other services, such as computer based testing for teachers, are resources available for professional development and goal fulfillment for teachers, educational technicians and other school staff. The recent acquisition of a Tandberg Distance Learning unit from an RUS Grant will facilitate increased collaboration through increased opportunities for distance learning, as this is currently the only unit in the district.

The district IT Department provides onsite IT support and consultation for the Adult Education Program with regard to identification of appropriate technologies and equipment to meet the goals of adult education students and programming. They also facilitate the acquisition of hardware and software to meet these needs. Other IT support includes assistance with promoting the effective use of telecommunications and information technology, including but not limited to, providing classes on the statewide broadband initiative and the use of social media.

6. Strategies for Improving Academic Achievement and Teacher Effectiveness – *Describe how funds, specifically Ed Tech funds where applicable, will be used to improve academic achievement, including the technology literacy of all students attending schools served by the SAU; and describe how funds expended will improve the capacity of all teachers in schools served by the SAU to integrate technology effectively into curricula and instruction.*

Education Technology funds, Title VI funds, competitive tech grant funds, Title II grant funds, Special Ed Funds, and local funds will be used to improve student achievement, PreK-12, throughout the district, and improve the capacity of all teachers to effectively integrate technology into the classroom:

- Improve the technology literacy of all students by integrating technology throughout the curriculum
- Maintain and upgrade up-to-date hardware and software throughout RSU 16
- Maintain adequate technology support for all users, provide upgrade training in technology for teachers and administrators
- Integrate technology training with curriculum training
- Provide ongoing professional development for teachers and staff that allow for CEUs and/or contact hours
- Provide support and training to administration and teachers for assessment data gathering and analysis
- Support technology information and communication equipment as well as hardware and software in all areas
- Implement more iPads in the PreK- 3 classrooms to support literacy and numeracy goals as well as to provide interventions in both literacy and math. They are an invaluable tool for fluency as teachers and students record readings as they practice cold and hot readings.

The teachers of RSU 16, with ongoing training, will find many exciting ways to integrate technology effectively into curricula and instruction. They will be further encouraged in these efforts by a District Technology Team, additional professional development, and administrative support. We will also use in-house experts and outside workshops to provide additional professional development. These funds spent on training and support of staff will continue the growth of integration of technology into our classrooms. Additionally, the expenditure of these types of funds on these activities will assist the communities of RSU 16 in achieving the goals of the Elementary and Secondary Education Act (ESEA), Maine's Learning Results, state standards and the RSU16 curriculum.

7. Integration of Technology with Curricula, Instruction, and Assessment – Describe how technology (including software and electronically delivered learning materials) will be integrated into curricula, instruction, and assessment and include a timeline for this integration.

Describe Current Integration:

PreK-2	3rd - 6th	7th - 8th One to One Computing	9th - 12th One to One Computing
<p>Literacy:</p> <ul style="list-style-type: none"> Lexia (intervention) Starfall Reading A-Z Recording Reading Waterford Early Learning iPads to support literacy goals <p>Math:</p> <ul style="list-style-type: none"> Fact Dash iPads to support numeracy goals <p>Assessments:</p> <ul style="list-style-type: none"> AimsWeb (Math) <p>Other:</p> <ul style="list-style-type: none"> Familiarity with computers and tablets Exploration of technology and gaining confidence iPads to support literacy & numeracy goals 	<p>Literacy:</p> <ul style="list-style-type: none"> Lexia Read 180 (PCS) Reading A-Z iPads to support literacy goals 3rd grade <p>Math:</p> <ul style="list-style-type: none"> Graphing Moby Max iPads to support numeracy goals 3rd grade <p>Assessments:</p> <ul style="list-style-type: none"> AimsWeb (Math) NWEA <p>Other:</p> <ul style="list-style-type: none"> Research for relevancy/credibility Basic digital presentations, spreadsheets, graphing Keyboarding Word processing Voicethread Kindles Play-Aways audio books iPads to support literacy & numeracy goals 3rd grade 	<p>Literacy:</p> <ul style="list-style-type: none"> Text to Speech Noteshare Creates own musical score with Garageband for podcasts Digital portfolios <p>Math:</p> <ul style="list-style-type: none"> Digital portfolios Digital Presentations Numbers Graphing Calculators Sketch Up Maine Explorer <p>Science:</p> <ul style="list-style-type: none"> Digital Presentations Probes in Science- Data Studio, Logger Pro Online Texts- CK <p>Assessments:</p> <ul style="list-style-type: none"> Digital portfolios NWEA <p>Other:</p> <ul style="list-style-type: none"> Email Research skills across content areas Programming using <i>Scratch</i> Brain Pop Edmodo 	<p>Literacy:</p> <ul style="list-style-type: none"> Email Collaborative writing/research Google Earth- geographic understanding and assessing content knowledge Use of open source and public domain documents and literature Audio recordings <p>Assessments:</p> <ul style="list-style-type: none"> NWEA: 9th grade Digital Presentations <p>Math:</p> <ul style="list-style-type: none"> CPMP: Math Tools Digital Formative Assessment Graphing Calculators Geogebra Assistments <p>World Language:</p> <ul style="list-style-type: none"> Cultural Communications Digital Recording <p>Research skills</p> <p>Classes:</p> <ul style="list-style-type: none"> Robotics Sketch-Up/CAAD Digital photography Digital Media Computers in Art <p><i>Proposed in the budget:</i></p> <ul style="list-style-type: none"> Computer Programming Digital webpage design

The future:

- ✓ Develop a process for connecting ISTE, Federal Core Tech Standards, and Maine State Standards to curriculum PreK-12.
- ✓ Maintain equity across schools PreK-6. Resources may be needed in certain schools.
- ✓ Continue to push for full integration across content areas of one to one in grades 7-12.
- ✓ Continue to develop more integration at a PreK-6 level.
- ✓ Develop a cohesive curriculum, PreK-12 to prepare our students to be digital citizens including fair use, copyright, social media, safety.
- ✓ Provide resources to parents about digital citizenship.
- ✓ Identify (through the curriculum process) the large technology driven projects at each grade level for prioritizing distributions of resources.
- ✓ Explore other alternative assessment options.

8. Technology Type and Costs, and Coordination with Funding Resources – *Develop a step-by-step action plan, with timeline, that includes goals, activities, required hardware and software, costs, and funding sources. Describe the type and costs of technology to be acquired and how it fits within the current structure (use the list developed in the technology assessment in # 4, above.). Designate sources of funding, specifically Ed Tech funds, E-Rate funds, and funds from other Federal programs, and state and local sources that support technology acquisition and integration. (The example below is available as an Excel document for an optional template).*

While we have many items on our technology wish list in RSU16 as outlined in *Appendix C.*, financial realities will likely require revision of the technology plan during its annual reviews which will affect the timeline in *Appendix D.* This technology plan helps us identify needs as we work towards equity in the district for all students.

The information listed in this section is dependent on the local school budget and other funding sources, including Title funds, being available. The district deposits \$10,000 annually into a technology reserve account to assist in the fulfillment of this plan and a portion of this plan will be funded with the purchase and sale of our MLTI laptops in both the middle school and high school.

Appendix C is a list of the equipment needed to meet the goals as outlined in Section 3 and further technology integration as outlined in Section 7.

Appendix D is the timeline.

9. Supporting Resources – *Describe the supporting resources such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.*

The schools in our district have numerous supporting resources:

- ✓ The MLTI laptops come with a variety of pre-loaded software programs that span all content areas across the curriculum.
- ✓ iPads with specific apps are used to support numeracy and literacy in grades PreK – 3.
- ✓ The middle/high school's library website contains numerous resources for students and teachers. Among these resources are links to sites for books and readers, links to research resources, including databases, primary source resources, and citation information. Although links to pre-evaluated websites based on subject area are available on the middle/high school's library website, there is now more of a focus on teaching effective search strategies to help students

locate useful websites independently. In addition to lessons from the librarian, the library website provides links and resources to help students become effective researchers.

- ✓ Our SIS, Infinite Campus internet portal allows students and parents real time access to daily notices, grades, attendance, behavior etc. With the addition of the Mobile app for iOS and Android the system is even more accessible.
- ✓ The majority of teachers in the district are using classroom web sites through Google Docs, Weebly, Edmodo, and other sources for posting class information, resources and homework assignments.
- ✓ The district also provides access to MARVEL, Maine's Virtual Library, which provides journal and newspaper articles as well as reference books, primary source documents and other media. The middle/high school library website has a direct link to MARVEL. The middle/high school library also subscribes to three databases: Issues and Controversies, the Career Information Database, and the Gale Virtual Reference Library. Issues and Controversies contains information on current political and social issues. The Career Information Database provides students with the ability to research information about all types of careers, and the Gale Virtual Reference Library provides access to 300 reference e-books.
- ✓ We provide electronic access to the two largest local newspapers, The Portland Press Herald and the Lewiston Sun-Journal.
- ✓ Each library in the district owns DVD movies that support the curriculum. The middle/high school library also has access to a middle school subscription to BrainPop, an online animated instructional video tool. The middle/high school library would also like to purchase a searchable video database, Discovery Education Streaming, that would give teachers and students access to over 5000 videos that align with state standards and support the curriculum.
- ✓ Many audio books that support the curriculum can be borrowed from our libraries.
- ✓ We are able to expand our electronic sources from the library via interlibrary loans and a membership with *Netflix*. The middle/high school library as well as the MCS library plan to purchase some kindles during the 2013-2014 school year that can be checked out to students to provide electronic access to new bestsellers. The PCS library already has four kindles for student use that were purchased this year.
- ✓ AIMSweb is a web-based assessment service that ties directly into our RTI goals.
- ✓ In grades K-9 we have a variety of support software such as NWEA is grades 3-9, Read180 (*PCS only*), Study Island, Reading A to Z and Science A to Z and the Waterford Early Learning Program in PreK and K. We continue to work on equitable deployment of these resources across the district.
- ✓ In grades 10-12 we use the Scholastic Reading Inventory (SRI) for reading assessment and progress monitoring.
- ✓ Edmodo and Google sites have replaced our Moodle server. These resources allow both students and teachers to participate in courses over the internet from anywhere at any time of day.
- ✓ The libraries across the district have a centralized, fully automated web-based library management system that helps to connect the libraries and provide 24-hour access to the library catalog for students and teachers. *Destiny* is much more than a library management tool; it can also be an interactive web 2.0 tool for students.

10. Steps to Increase Accessibility – *Describe the steps being taken to ensure that all students and teachers have increased access to technology. The description must include how Ed Tech funds, if applicable, will be used to help students in high-poverty and high-needs schools, or in schools identified for improvement or corrective action under Section 1116 of Title I; and how the steps taken will ensure that teachers are prepared to integrate technology effectively into curricula and instruction.*

RSU 16 remains committed to increasing access to technology for all students. With participation in the one to one Maine Learning Technology Initiative in grades 7 – 12, all students in those grades have a

laptop computer assigned to them. The goals and funding sources, including the local budget, and title funds outlined in Sections 4. and 8. continue to be utilized to increase access to technology in grades K – 6. In the summer of 2012 all desktop computers were moved out of the high school and into the K-6 school classrooms. We make accommodations for individual student needs upon request such as microphones, headphones or Speech-to-Text capabilities.

At the K-6 level, we continue implementation of Mobile labs that teachers can bring right into their classrooms for full integration with their lessons. The use of the projectors for presentation and cameras for documenting and presenting work support this. Utilizing the Expert Down the Hall model and with the support of our IT staff, teachers are able to get training sessions when they need them as well as on district workshop days.

The district wide IT Department provides hardware, software and infrastructure support in all buildings in addition to maintenance and upgrades on equipment to keep the resources available and running efficiently.

11. Promotion of Various Curricula and Teaching Strategies that Integrate Technology – *Describe how various curricula and teaching strategies that integrate technology effectively into the general curriculum and instruction will be identified based on a review of relevant research, and promoted to lead to improvements in student academic achievement*

The RSU 16 Technology Committee works with the District/Building Administrators, and district-wide subject area committees, as appropriate, to review the local assessment data to identify positive trends that would indicate particularly strong teaching strategies that employ technology. They will make recommendations to integrate technology into Common Core Practices. These committees will be researching, on an ongoing basis, the best practices locally and nationally that integrate technology into curricula and teaching strategies and reporting that information back to the committee and our school staffs.

As effective strategies are identified, the technology committee members at the various schools in the district will share and promote these new methods with their colleagues at local or district-wide staff meetings and Expert Down the Hall sessions. The information will also be shared electronically through our websites and email. Teacher websites are linked to the district and school websites as well. The district also takes advantage, as much as possible, of the resources offered through the Maine Learning Technology Initiative (MLTI).

We believe these activities will assist the teaching staff of RSU 16 in achieving the goals of the No Child Left Behind Act and Maine's State Standards. By promoting technology best practices, our students will be better supported in their efforts to meet the high standards of Maine's State Standards and NCLB.

12. Professional Development – *Describe how ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel will be provided to further the effective use of technology in the classroom and library media center.*

What we currently do:

K-6	7th-12th
<ul style="list-style-type: none"> ✓ Infinite Campus Trainings ✓ iPad training ✓ Website training and development 	<ul style="list-style-type: none"> ✓ MLTI Trainings ✓ Webinars ✓ <i>Expert Down the Hall</i> trainings

✓ *Expert Down the Hall* trainings

✓ Infinite Campus trainings

✓ Edmodo

✓ Google

✓ Training Ed Techs

Plans for the future:

- Trainings for Ed Techs on technology
- Maintain relationships with ACTEM, MLTI, Google, and MICDL.
- Training for integrating technology standards across curriculum and grade level.
- Fall training for staff on computer upgrades and new devices.
- Training for teachers on basic programs
- Develop teacher expectations for technology use.
- Support/Training for digital citizenship
- Training on Copyright violation
- Ongoing website training and development
- Aligning technology into assessment and the training to go with it
- Identifying high quality resources to provide rigorous STEM opportunities for students
- Building level and district level technology teams

13. Innovative Delivery Strategies – *Describe how the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance-learning technologies, will be encouraged, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.*

RSU 16 is a fairly small, rural school district, serving the communities of Poland, Minot, Mechanic Falls. All students in the district attend high school in Poland, where the free and reduced lunch rate fluctuates between 30 and 50%. With the geographic and economic limitations of our area, the district is always seeking innovative ways to provide our students with quality educational opportunities.

Teachers have started creating their own websites and courses for their classes using Edmodo, where students can collaborate, complete activities, and receive feedback almost immediately. When students are absent from class, the necessary information is available to them from anywhere, if they can get online. Edmodo is also being used by staff as a professional development tool. There are courses available to help teachers improve their technology integration skills, and there are courses with resources for all grade levels and subject areas. With Edmodo, there are expanded opportunities to extend these offerings with more specific professional development courses. These courses are available at any time, from any location with internet access, which allows for collaboration, communication and learning at any time.

Webinar's provide free one-hour professional development opportunities that occur each week on a variety of different technology related topics such as research, writing, and visualization. A presenter delivers instructional materials and teachers participating can comment and interact with the presentation. Participants leave the webinar with strategies they can use in their classes the next day. These webinars are presented after school and in the evenings to allow teachers to participate.

Distance learning opportunities will be explored with the use of the Tandberg unit, Skype, Facetime, MEVLC, AP4ALL and Acadm-E. We are applying to be part of the next RUS grant to get a Tandberg unit at the high school as well.

14. Accountability Measures – *Describe the process and accountability measures which will be used to evaluate the extent to which the plan activities are effective in integrating technology into curriculum and instruction, increasing the ability of teachers to teach, and enabling students to reach Maine’s Learning Results.*

RSU 16 will continue to develop and evaluate our technology plan. In addition to school-based technology teams we are adding a district wide technology team. Part of this team’s work will include development of a comprehensive ongoing review process, which will allow the community and school board to evaluate the impact of technology on student learning and state and local standards.

The evaluation process will include the quality of professional development, effectiveness of technology integration, and the ability of the communities to sustain the infrastructure, hardware, software and IT support needs through the budget process.

The RSU 16 District Technology Planning Team will meet at least annually to review and assess the technology plan, revise it as necessary according to our assessment, goals and resources and report our findings to the school board.