

# Union #69: Hope, Appleton, And Lincolnville

## COMMUNITY BASED TECHNOLOGY PLAN

2008-2011

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## **ACKNOWLEDGMENTS**

### **District and Community Support**

#### **Joint Union #69 School Board**

HES: Rick Bresnahan, chair  
Jennifer Smith – vice chair  
Charles Griebel  
Doug Merrill  
Judith Pearse

AVS: Grace Simonson – Chair  
Katie Butler  
Margaret Wilson  
John Sommo  
Lisa Sims

LCS: Edmund Hartt, chair  
Jodi Hanson  
Yvonne Walker  
Christine Matson

#### **Administration**

Deborah Stewart, Superintendent Union #69  
Paul Russo, Lincolnville School Principal  
Dan Joslyn, Appleton School Principal  
Carol Hathorne, Hope School Principal

### **Technology Committee Membership**

Valorie Bemis Lincolnville School Technology Coord. and Integrator  
Carol Waldron Hope and Appleton Schools Technology Coord. and Integrator  
Caitlin Hunter AVS businessperson  
Julie Downs LCS Parent  
Jill Lang HES Parent  
Barb Williams HES Teacher  
Jimmy Blackman LCS Teacher  
Than Porter AVS Teacher

# 1. COMMUNITY & PARENTAL INVOLVEMENT

## Partnerships Chart

Type of Partner	Name of Partner and Contact Information	Role in Development of the Technology Plan	Role in Supporting the Project
Parents	Julie Downs LCS Jill Lang HES _____ AVS	Input	Community resources & PR
Businesses	Village Soup-Times Appleton Creamery: Caitlin Hunter Watson Foundation	Input	Provide resources
Teachers	Barb Williams HES Jimmy Blackman LCS Than Porter AVS	Assisting implementation	Work with Tech Coord. To implement school-wide
Administration	3 Principals Superintendent	Give input & support Dev to Tech Coord.	Provide Time, Funds, Leadership
Community Groups	PTO/PTA Enrichment Group Adult Ed	Give input	Provide resources to support
Tech Coordinators	Val Bemis Carol Waldron	Collaborate & Collate info in process of revising old plan	Facilitate meetings Gather info Equip/Budget And documents Oversee the implementation of the grant

There is one committee that helps determine the technology needs of Union 69's students.

\* Technology Plan /Curriculum Committee

- develops the Technology Plan for Union 69. Members are educators, community members, administrators, and technology coordinators.

\* - meets to plan curriculum, discusses latest technology happenings, etc. The Technology Curriculum Committee consists of technology coordinators, educators representing each school, curriculum coordinator, and a community member.

\* Collaborates with Fivetown Technology Curriculum representatives in preparation and planning for K-12 RSU implementation.

## 2. VISION

Technology is a powerful teaching tool that promotes creativity, independent learning, communication and problem-solving skills for students, staff, and members of the community. Computer technology must be readily available and routinely used by all students and staff in order to support and improve what they do. All students and staff will be comfortable and proficient at using technology. By creating a technology-rich environment, Union 69 will provide a community of life-long learners with the skills necessary to succeed in a future characterized by constant change.

### Mission Statement

The primary goal of SU69's (Hope, Appleton and Lincolnville) Technology Plan is to provide the students and residents of the community with the best possible computers, peripherals, information, and facilities available through a well-educated staff and continually updated equipment. We must teach 21<sup>st</sup> Century skills in an information-based, inquiry process which meets the demands of a new, global age. We must recognize that technology is a tool for teaching in order to maximize learning in every curriculum, at every level of instruction. It is our hope that all members of the community and school will be life-long learners and productive members of society. Expanding access to technology and using it to increase motivation for learning will assist in accomplishing this and much more.

### Technology Beliefs

We believe technology is a powerful teaching tool that promotes creativity, independent learning, communication and problem solving skills for students, staff and members of the 21<sup>st</sup> Century community.

We believe computer technology must be readily available and routinely used by all students and staff in order to support and improve what they do.

We believe all students and staff should be comfortable with and proficient in using technology.

We believe technology significantly increases the resources available to the learner and extends the learning opportunities beyond the school walls in an increasingly global environment.

We believe, in order to maximize the use of technology, on-going dialogue, training, and support are needed for all members of the community and school staff.

We believe that all learners are empowered by independent and group use of computers and other technologies, and are united by opportunities to share resources and communicate in a global community.

### 3. GOALS & ACTION PLAN

**Goal 1: The Union #69 school community will continue to have the training, time and on-going support they need to help all students learn through technology.**

**1.a. Action Step:**

A technology team composed of the building Technology Coordinators, and members of the Technology Plan team will continue to assess, plan and support the implementation of technology. The Technology Coordinators will facilitate, coordinate training and offer daily support with assistance from computer technicians. The building Technology Coordinators will assist teachers in integrating technology into the curriculum and aligned with the Maine Learning Results through mentoring.

**1.b. Action Step:**

The building Technology Coordinators will take leadership roles in bringing technology into the Union #69 schools. Administrators will budget for professional development and needed classroom release time for staff to learn and implement technology skills. Staff will develop methods for streamlining school tasks utilizing technology. Interschool communication along with the Union #69 office, parents, and community members will be maintained and improved. There will be active participation in local, state, national or international electronic networks and technology projects. Professional growth plans will include acquisition of technology-based skills. Teachers will demonstrate an understanding of ethical responsibilities needed to ensure the appropriate use of technology. The building Technology Coordinators will endeavor to keep the network functioning and all hardware in good repair.

**Goal 2: Access to up-to-date equipment and effective and engaging software including on-line learning resources will be an integral part of the school curriculum and grow to be consistent across the Fivetown district or RSU.**

**2.a. Action Step:**

Curriculum development and revision practices will regularly address the integration of technology use in student learning activities. Choices for computer

software and on-line learning resources will be guided by curriculum goals and objectives that foster higher-order thinking skills. Technology will play an integral role in devising and implementing differentiated instruction according to learning styles enabling teachers to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process. The key to fulfilling this effort is providing up-to-date equipment, regularly evaluated as stated under Section 4 - General Specs.

**2.b. Action Step:**

Student academic skills will be enhanced through telecommunication and the ability to access information resources outside the classroom. Grade 8 students will demonstrate use of productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works (as outlined in the K-8 Curriculum Map).

**2.c. Action Step:**

Technology will provide all students with a 21<sup>st</sup> Century foundation for increased thinking, creativity and problem solving skills through the use of effective and engaging software and on-line resources. Students will be able to use word-processing, database, spreadsheet, presentation, Internet browsing applications, and digital tools. Samples of their work will be displayed on the school websites based on parental permission.

**Goal 3: Communication between schools, parents, and community members will be enhanced in supporting the goals of the school.**

**3.a. Action Step:**

Utilizing technology (i.e. a school web site, web-based Student Information System, and e-mail) for communication between schools and the community will increase school-community contacts. Support for the school will increase because of parents' easy access to school information. The school will be viewed as a technology resource to the community, opening training opportunities through Adult Education sponsored workshops/courses on the use of computers. The school will enhance the human resources of the community and those resources will in turn enhance the quality and quantity of instructional opportunities.

## **4. IDENTIFYING NECESSARY TECHNOLOGY**

### **Network:**

The networking infrastructure of Union 69 schools consists of three local area networks, one for each school, with a T-1 connection to the Maine School and Library Network for internet and e-mail services. The district shares an e-mail server utilizing First Class software and a Student Information System server via MSAD#28 and the CSD to cover all five towns. All libraries use Kelowna Software's L4U catalog software, accessible to students, staff and the community on the 1-2 library catalog computers, all computers in the school and at home computers via web-based capabilities.

### **Hardware in Computer Labs & Classrooms:**

All Union 69 schools have networked computer labs and/or mobile carts with 20 (HES, AVS) - 25 (LCS) computers, several network accessible laser printers (color & black and white only), at least one scanner, CD-ROM drives, at least twelve digital cameras, three digital video cameras, DVD/VHS players with televisions, media projectors, and Smartboards. The mobile carts and labs provide access to computers for all teachers and students during the day and limited student access after school hours. All teachers in the district have laptop computers in addition to the MLTI laptops (provided to 7<sup>th</sup> & 8<sup>th</sup> grade teachers and students.)

Staff and students have use of a variety of effective and engaging software, including educational resources and productivity software. All rooms in the schools are wired for networking, however access to up-to-date computers is variable in each building.

We are always searching for and evaluating high quality software for our students. We make every effort to budget for licenses for every level so that we can have consistency throughout.

As equipment becomes out-dated, every 4 years we will look at re-purposing, replacing or upgrading it according to the specifications outlined below.

### **General Specs for Computers and printers:**

Future technology purchases in Union #69 will contain a minimum of 2.1GHz Intel Core 2 Duo processor, with 1GB RAM, 120GB hard drive, Combo or Super Drive, wireless network card and USB/firewire capabilities or better. The monitors are 13-inch minimum. Every classroom has access to a network printer.

**Technology Personnel:**

Valorie Bemis      Lincolnville Central School Technology Coordinator/Teacher  
Carol Waldron      Hope and Appleton School Technology Teacher  
Caitlin Hunter & Steve Tricomi      Computer Technician Hope, Appleton,  
Lincolnville and Superintendent's Office

**Description of the level of on-going technical support the district will provide:**

Currently, there are two full-time Technology Coordinator/Teachers (1 per 200-300 students). One is at the Lincolnville School; the other services Hope and Appleton schools. Eventually, each school should have a Technology Integrator to effectively work with teachers to integrate technology on daily basis. One district technician works three days a week and services the Lincolnville School and the Superintendent's office (1:300 computers). Technician support in Hope and Appleton (two and one half days each) is available at a ratio of 1 per 300 computers.

## 5. COLLABORATION WITH ADULT LITERACY SERVICE PROVIDERS

**Collaboration with adult literacy service providers:** The Adult Education Program in M.S.A.D.#28 provides adult literacy for the entire five-town region (Camden, Rockport, Hope, Appleton, and Lincolnville). They utilize each school's facilities, including the computer labs and laptops, to provide instruction including but not limited to word-processing, basic computer skills, e-mail, and internet use for local participants. Instructors collaborate with local Technology Coordinators to establish appropriate procedures for logging in, creating accounts, sharing documents, etc.

**Parental Involvement:** Each school currently utilizes its web page and e-mail to communicate with parents in addition to the school newsletter. Some teachers have taken advantage of this opportunity to create their own page for specific classroom-based events and homework, but this is not the norm. We encourage and support teachers in maintaining some type of web presence via Portaportal, Teacher Web, blogs, iWeb, etc. Lincolnville students and parents in grades 3-8 and Hope and Appleton students and parents in grades 6-8 are able to access assignments and grades by logging into the Powerschool public website. We intend to continue to explore expansion to other grades. NWEA cumulative results are distributed to parents in fall and spring reports.

In addition, parents and community members are invited to the schools from time-to time for technology events where students showcase their projects (Kid Pix Slide Show, HyperStudio, PowerPoint, Keynote, Inspiration, and iMovie projects).

As a result of the MLTI Laptop Program, we require parents to participate in technology training for take-home use of the student laptops. Family Orientation sessions are held each year of the program to familiarize parents and interested community members with the program in general and proper care and maintenance necessary for take-home use of a laptop. A demonstration of the laptop's capabilities and software which is integrated into the students' curriculum also takes place.

## **6. STRATEGIES FOR IMPROVING ACADEMIC ACHIEVEMENT & TEACHER EFFECTIVENESS**

Historically, the NCREL institute was used for evaluating staff and students at the beginning and middle of the previous Technology Plan, also providing a vast array of on-line strategies and materials for integrating technology effectively into curriculum and instruction. "The enGauge framework is a new way of thinking about learning, teaching, and leading in a digital age. It provides a comprehensive view of critical factors in the educational system that strongly influence the effectiveness of learning technology." (Porter, 2002) In addition, the Bernajean Porter Consulting materials for Professional Development, Planning & Evaluation, and Teaching & Learning was part of the trainings outlined in the Professional Development section to follow.

Being involved in the MLTI laptop initiative for 7<sup>th</sup> and 8<sup>th</sup> grade students and staff, we receive several resources based on current research which we continually share with all staff as they move from their current level of proficiency to the exploration level.

Recently, NWEA MAP testing has been implemented successfully district-wide and is providing timely reports regarding student achievement and needs to teachers for classroom planning. Data driven decision-making is highly emphasized across grade levels and is currently supported by Lexia Learning Systems (HAL), Everyday Math (HAL), Symphony Math (AVS), ALEKS (AVS & HES), KeySkills (LCS). This has raised the bar of expectations for teachers across the board and increased their ability to use technology to inform instruction.

The training provided at various summer Technology Institutes for all schools in the district has further enabled teachers to expand their effectiveness in using technology to increase academic achievement.

## **7. INTEGRATION OF TECHNOLOGY WITH CURRICULA, INSTRUCTION, & ASSESSMENT**

Curriculum objectives begin at the Kindergarten level and are expanded in the following grade levels. (See 2008 updates for Curriculum Scope & Sequence Appendix C, Curriculum Driven Technology Goals section, and Professional Development Goals section) Students become more proficient in technological skills as they learn new software programs, integrate new topics, and develop more challenging projects. Staff continues to progress in implementing the MLR: Parameters for Essential Instruction and technology as a means to integrate both into the classroom curriculum.

Technology Coordinators and classroom teachers are working together as a team to plan, prepare and deliver instruction for various classroom subjects/projects as well as design assessment rubrics based on ISTE standards for technology education and the MLR: Parameters for Essential Instruction.

District-wide, standards-based performance assessments are being given via NWEA in fall and spring. Participating in the on-line MEA for 8<sup>th</sup> graders is another example of our school's integration of technology and assessment. On-going class and teacher consultation with the Technology Coordinator in the lab, via e-mail, and/or grade level team meetings help facilitate the integration process. Students use laptop carts or a computer lab at least three times a week to work toward these goals. All schools have a flexible schedule in place where classes can utilize longer blocks or multiple successive class days for longer-term project completion at various times during the year.

## 8. TECHNOLOGY TYPE & COSTS/COORDINATION WITH FUNDING RESOURCES

Goals	Activities	Hardware	Software	Costs	Funding source
1. The Union #69 school community will continue to have the training, time and on-going support they need to help all students learn through technology.	<p>The Technology Coordinator/Teacher will facilitate and coordinate training and offer daily support. They will also assist teachers in integrating technology into the curriculum and aligned with the Maine Learning Results through mentoring.</p> <p>The building Technology Coordinator/Teacher will take leadership roles in bringing technology into Union #69 schools. Administrators will budget for professional development and needed classroom release time for staff to learn and implement technology skills.</p> <p>Technology Coordinators /Teachers will endeavor to keep the network functioning and all hardware in good repair.</p>	New Server @LCS, HES & AVS (2010-11)		<p>Salaries of existing staff</p> <p>Maintain level of support for each school based on current staffing</p> <p>Curr. Hourly rate per teacher for 75 teachers (after school/evening training)</p> <p>\$4000/school</p>	<p>Local budget</p> <p>Local budget</p> <p>Local budgets and grants</p> <p>Local budgets</p>
2. Access to up-to-date equipment and effective and engaging software including on-line learning resources will be an integral part of the school curriculum and grow to be consistent across the Fivetown district or RSU.	<p>Curriculum development and revision practices will regularly address the integration of technology use in student learning activities. Choices for computer software and on-line learning resources will be guided by curriculum goals and objectives that foster higher-order thinking skills. (Literacy Skills via Lexia software, Math skills via Online EveryDay Math subscription (K-5 HES, AVS &amp; LCS K-8); Gr. 6-8 ALEKS (HES &amp; AVS), Symphony Math (AVS K-1))</p> <p>Students will use word processing, database, spreadsheet, presentation, and Internet browsing applications as part of their daily curriculum.</p>	As per upgrade guidelines: (LCS = 13 Teacher MacBooks 15,000('08); HES = 25 Macbooks under lease @ \$10,000/yr for '09 & '10 AVS= 35 Macbooks for under 3/yr lease starts '08 (approx. \$16,000/year)	To be selected yearly and upgraded as needed	<p>Software costs to be determined (Online subsc. = \$35/student ALEKS; \$140 each level; Lexia \$1200/yr.) United Streaming Video annual subscription (\$800-1200/yr)</p> <p>OSX server training \$2500 ea. for 3 Tech. Staff members</p>	<p>Local budgets</p> <p>Local budgets</p>

<p>3 Communication between schools, parents, and community members will be enhanced in supporting the goals of the school.</p>	<p>Using the schools' web sites, PowerSchool website, and e-mail for communication between schools and the public will increase school-community contacts.</p>	<p>Powerschool Annual Maintenance fee approx \$2500 per school</p> <p>TeacherWeb subscriptions @ HES &amp; AVS \$27/teacher</p>	<p>PowerSchool Database Lease/Purchase approx. \$6,000 per school</p>	<p>Salaries of existing staff and Curr./IT services for PowerSchool approx. \$16,000 per school</p>	<p>Local budgets</p>
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## 9. SUPPORTING RESOURCES

### Sustainability Chart

Type of Support Provided (Examples)	Individual(s) Responsible (Person(s) or Job Title(s))	Plan for Providing This Support
Ongoing equipment maintenance, repair, and replacement	Technology Coordinator/Teacher, District Technicians & Administration	Day-to-day repairs and replacement parts will be purchased on an as needed basis.  Semi-annual cleaning and updating of systems. (Technician)  Replacement/upgrade/re-purposing of out-dated equipment every 4 years.
Technical support provided during school hours	Technology Coordinator/Teacher & Administration	2 District Technicians: 1 full-time and 1 part-time to facilitate all 3 schools and the Sup't Office vs. the 3 days/wk currently scheduled.
Technical support outside school hours	Technology Coordinator/Teacher via phone and e-mail	Technology Coordinator/Teacher via phone and e-mail
Professional development	Technology Coordinator/Teacher	Annual Summer Technology Integration Institute (utilizing ISTE standards for delivering professional development)  Skill-specific technology content in mini-workshops after school as needed.  Courses relating to designing teaching strategies and learning environments that maximize student learning with technology during after school hours, meeting weekly (On-site & On-line)  University classes  Technology Conferences & Workshops  National Education Computer Conference (every 3 years) for Tech. Coord./Teachers  Scheduled Union #69 Technology workshops during the year  Individual consultation/training  Teaming with Classroom teachers to facilitate and model integration techniques/activities

### **MLTI Laptop Initiative Materials:**

Bernjean Porter Consulting. [ONLINE] Available at: <http://www.bjpconsulting.com/>, 6/18/02.

Cooley, Nancy and Johnston, Michelle. Supporting New Models of Teaching & Learning through Technology. Arlington, VA: Educational Research Service, 2001.

Kelly, M.G. National Educational Technology Standards for Teachers. Eugene, OR: International Society for Technology in Education (ISTE), 2008.

Kelly, M.G. National Educational Technology Standards for Students. Eugene, OR: International Society for Technology in Education (ISTE), 2008.

### **Other School Resources:**

NorthWest Evaluation Association. 5885 Southwest Meadows Rd., Suite 200, Lake Oswego, OR 97035.

## 9. STEPS TO INCREASE ACCESSIBILITY

### **Students with Special Needs:**

The Individuals with Disabilities Education Act, a federal law passed in 1975 and re-authorized in 1990, mandates that all children receive a free, appropriate public education regardless of the level or severity of their disability. It provides funds to assist states in the education of students with disabilities and requires that states make sure that these students receive an individualized education program based on their unique needs in the least restrictive environment possible. P.L. 94-142 also provides guidelines for determining what related services are necessary and outlines a “due process” procedure to make sure these needs are adequately met. In order to address the needs of these identified students, SELPA will evaluate and suggest software and hardware to help meet each child’s unique needs.

This district, through the PET process and Chapter 504 meetings, keeps up to date with assistive technology access and use of technology in the following ways:

1. Programs through the Talking Books Program at the Maine State Library that lends tape players and recorded books for students both at home and the school setting. Audiobooks via Librivox.org are available for student use with laptops.
2. The National Library Service for the Blind and Dyslexic is a service which Lincolnville subscribes to which provides texts and other recorded materials for students.
3. Within the PET process, students with disabilities, when cited in their IEPs, are provided access to laptops for word-processing for in-class writing work.
4. Students with disabilities are also provided software, e.g. talking and word predicting word processing programs, which assist them with their written work.
5. Talking and visually oriented CDs that contain subject matter are available to students whose disabilities warrant it.

The district accesses the services of CITE to make the necessary adaptations to computers (switches and interfaces) to make them accessible for students who are physically disabled.

## **10. PROMOTION OF VARIOUS CURRICULA & TEACHING STRATEGIES THAT INTEGRATE TECHNOLOGY**

Union #69 will seek to promote the integration of technology in all curriculum areas through a three prong approach—providing close specialist integration support, identification of “best practices” by classroom teachers, and seeking outside resources.

We currently have two Technology Coordinator/Teachers spread over three buildings. Each one has practical classroom experience integrating technology in classes. Their common experience enables them to have greater influence and credibility with their client teacher population as they work to move technology from the once-a-week lab model to one of seamless emersion.

Union #69 encourages teacher feedback for “best practices” during team planning and/or staff meetings, and informally. When teachers believe they have a method, practice, or strategy that works in their room for integrating technology, they will be encouraged to describe this procedure.

Finally, Union #69 will seek models and practices from other educational institutions or commercial sources. Union#69 is always looking for the best and most creative ways to engage its students. When we find resources, we will take every opportunity to bring these resources to our faculty either directly or through a teach-the-teacher model.

## 11. PROFESSIONAL DEVELOPMENT

The administration encourages all staff to participate in technology based in-service workshops, conferences and courses. We are attempting to provide some of this in “just in time” teachable moments, our weekly class and teacher consultation (or modeling) with the Technology Coordinator in the lab and classrooms. However, more intensive time is needed. An occasional “Tech Night” where supported exploration and development of skills and lessons takes place in a casual setting would help fulfill this need.

A survey (from the previous Tech Plan) of staff regarding professional development options and prospective topics they would like for training, indicated it was evident that the half-day release time with a paid sub as well as a 2-day institute where teachers would be paid to attend was most popular. Hope, Appleton and now Lincolnville have been providing an annual 2 to 3-day Technology Institute with grant funding to pay staff for attendance which has been extremely successful and an integral part of technology integration at those schools. Personal technology skills continue to be enhanced individually and enable further classroom integration during subsequent school years. Continuing to obtain funding so all three schools’ teachers can attend with pay is key to further success in technology integration.

Technology Coordinators/Teachers will need to continue to remain up-to-date with their skills and knowledge in this rapidly changing world of technology. It is imperative that they annually attend ACTEM meetings/conferences, MLTI meetings/trainings, MEA online meetings/trainings, APPLE professional workshops, and the National Educational Computing Conference (every 3 years) to properly facilitate coordination and integration of the various media, automation and data-collection systems in the district.

## **13. INNOVATIVE DELIVERY STRATEGIES**

Various funds provide the encouragement for development and use of innovative strategies for delivery of specialized or rigorous courses and curricula through the use of technology as follows:

- On-line courses
- Off-site University Classes
- Conferences/Workshops
- After-school skills based, mini-workshops
- Summer Technology Institute with participants paid for their time
- Individual consultation/training

## **14. ACCOUNTABILITY MEASURES**

Technology Coordinators/Teachers need to meet monthly to monitor & coordinate integration activities across the district for consistency. They will meet semi-annually to provide overall management and coordination of the Technology Plan; it's funding and budget; and staff development. Annually, they will monitor and evaluate progress toward the goals and timeline in order to modify the implementation of the Technology Plan as necessary and plan appropriate Professional Development.

A quarterly meeting will be held on an as-needed basis to report the monitoring and evaluation results to persons responsible for implementing and modifying the plan, as well as the plan stakeholders. Documentation of professional development will include the amount of money spent that is reflected in budgets and the number/percentage of school personnel receiving professional development.