South Portland School Department

Technology Plan  2014-2017

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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.

We remain committed to hosting parent information nights, which have been well attended. In the spring of 2015 we will be gathering parents for presentations and discussions about student use of Social Media. Our fall sessions are linked to the student’s right to take home iPads through MLTI. We will continue these efforts to inform parents on the responsible use of technology multiple times each year.

The District makes every effort to maintain up to date web pages and we use this resource to communicate information to parents, community members, and a larger audience of people considering employment or residence in South Portland. We have a centralized webpage that holds many forms and communications that come from our Central Office. Each school also has an individual page and the building administrator acts as the “editor in chief.”

All of our schools use technology to create a newsletter that they send home to parents. Since our last tech plan all schools use a digital distribution as their primary vehicle for distribution of school information. To communicate how technology is used to the greater public we continue work with local papers to create stories and press releases. Also, all of our public meetings are broadcast on local access television, and the topic of educational technology is frequently on these agendas. Our schools hold open houses throughout the year in which classroom teachers showcase student work, much of which has technology embedded throughout.

Since our last technology plan, we have begun utilizing new assessment software called JumpRope. Parents are able to access real time reflections of their child’s progress toward standards via the JumpRope portal. Attendance and other information is still available via the Infinite Campus Parent Portal. We receive thousands of hits to these informational portals. The portal is also open to students so they can keep on top of their assignments and grades. Students are comfortable with Infinite Campus and we will ramp up support for the student JumpRope portal as all grade levels start using the new assessment tool.

We continue to use group emailing to communicate school related information to parents and community members. In Fall 2014 we replaced our existing alert system with School Messenger. We use this alert calling/emails system that is able to reach out to parents in the event of emergency, weather related cancelations, or to convey general information. Teachers are increasing their use of Infinite Campus messenger to update parents proactively via email of assignments and activities. Our high school uses the attendance notification feature of Infinite Campus to alert parents of absent students.

One of our goals is to have more student and parent involvement in technology planning. Parents and other community members who are keenly interested in technology serve on our Secondary Facilities team and have reviewed our Tech Plans. When we chose the educational technology for our recently renovated high school we held a “Technology Showcase.” Vendors outfitted six instructional spaces with their vision for classroom technology. Our teachers, students and community members all used the equipment and voted for their desired solution. Their input into the technology design for our proposed high renovation has been
invaluable and has increased stakeholder investment. We currently have students who serve on interview panels for hiring of Technology Integration Specialists. In 2006 we formed the “InfoTech Team.” This group includes the technology director, technologists, building administrators, special educators and librarians. We plan to add a parent to this group to increase community voice in the technology planning process. Our initial attempts to add a student have not worked since the group meets during the school day.

When it came time to renew our participation in the Maine Learning Technology Initiative (MLTI) we were shocked by a vote of our City Council that would have effectively ended our 1:1 program. The response from the broader community was so clear and overwhelming that the stalemate was quickly resolved. The vote that was originally the death knell for meaningful technology in our high school, became overnight a resounding affirmation of community support for the work our teachers and students do with technology every day.

The results of our BrightBytes Clarity survey data for our MLTI schools indicated student Team Teams could result in big gains in staff comfort levels with classroom technology. We are pleased to now have students on Tech Teams at our middle and high schools and some of our elementary schools.

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.)

The vision for the South Portland School Department remains the same:

**Technology can (1) enhance and enrich curriculum, (2) improve communications, and (3) improve productivity.**

Consistent with our Strategic Plan ([http://www.spsd.org/node/1553](http://www.spsd.org/node/1553)):

We believe that staff and students should have access to the right technology at the right time to enable twenty-first century teaching and learning. We believe that technology should be mobile, unobtrusive and customizable. We believe students should be able to demonstrate their knowledge and understanding in multiple ways.

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

Our Technology Goals:

Our students will use various technological and traditional resources to become “collaborative and quality workers” and “creative and practical problem solvers.”

Our students will become proficient and conscientious information consumer. Information literacy is a major focus of our district as is reflected by our integrated curriculum and our staffing model which emphasizes a strong commitment to modern school library practices and the learning commons model.
Our students will have opportunities to work with voice, video, and data technology in an atmosphere conducive to their varied learning styles, and will be information creators, users and editors. Our new high school has instructional spaces conducive to these goals, and we are constantly redefining our middle school instructional spaces.

Our students will have equitable access to computers and other technology tools where instructional needs are best served.

Our students will be educated on the ethical use of technology, and how technology is changing the world in which we live in the hopes that they become responsible and safe digital citizens. We will specifically teach digital citizenship in all grade bands, each year.

Our students will be provided with a range of experiences designed to develop the technological skills necessary to function responsibly in life situations marked by rapid technological change.

Our staff will be supported by ongoing professional development and information skills experts at all levels (library information integrators, literacy specialists, technology educational technicians), so that they will have the skills to effectively use technology in their classrooms.

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.

The South Portland School Department is fortunate to have financial support from our School Board and City Council. We have proceeded with our plan to virtualize most servers, which should result in lower overall costs in service and support. We have a three year budget plan to address necessary upgrades to the “edge switches” that connect all of our buildings, and we constantly are working to increase bandwidth for our schools. We have currently upgraded two of our nine locations.

We have achieved or exceeded all of the goals set forth in our last technology plan:

Previous Goals 1 & 2 (1:1 technology): Our district explored the available 1:1 options of MLTI and went forward with iPads for students at grades 7-12. We also expanded 1:1 technology via iPads to our 6th graders.

Previous Goal 3 (interactive whiteboards & presentation systems in 65% of classrooms): 80% of instructional spaces now have access to IWBs, mounted projectors or large panel 70” televisions

Previous Goal 4 (having a sustainable technology budget) We are happy to report that over the past three years we met the equipment replacement goal primarily by donations of over 400 used but viable desktops. We moved away from the Microsoft operating systems following the end of support for XP systems and have embraced a free solution based on Google Chrome operating system for most of our classroom computers.

One area of concern however is our reserve fund that did not receive funding in 2014 which
was a difficult budget year.

**New Goal 1** Increase whole class access to technology:
Our InfoTech team hopes to increase the access that students have to technology in a whole class setting. We plan to purchase and deploy iPad minis and Chromebooks for grades K-5. We expect that each school will have access to a full class set of iPad minis by 2016 and a set of Chromebooks by start of school 2017.

**New Goal 2** Equip 100% of instructional spaces with a method of displaying student/teacher work:
The Technology Committee of our Facilities Committee (made up of parents, staff, community members and students) agreed to the important statement: “Every teacher should have the ability to visually display that which they hope students will learn.” We believe that Interactive Whiteboards, mounted projectors or large screen televisions are essential teaching and learning tools. With this in mind we hope to have a presentation solution present in ALL of our instructional spaces by 2017.

**New Goal 3** Create a sustainable technology budget with prudent reserves:
We recognize that donations alone are not sufficient to sustaining up to date technology for 1:1 technology at grades 6-12 as well as robust access to technology at grades K-5. We will continue to reach for the figure of $100,000 annually in local budget support for replacing classroom and staff technology, and will urge annual funding of our reserve fund to sustain 1:1 at grades 7-12, and grade six.

**New Goal 4** Update WiFi infrastructure grades K-5:
As more and more mobile technology is deployed in our elementary schools we are feeling the impact of outdated WiFi solutions. We will upgrade all of our K-5 buildings by the start of the 2017 school year. We recognize that adding devices without improving infrastructure is a poor investment of our limited resources.

**New Goal 5** Update Wide Area Network (WAN) connections district wide:
The shift to consolidated virtualized servers means that connections between buildings must be reliable and robust. With this in mind we will need to improve the equipment that connects our schools. By 2017 we will have 10GB connections between all South Portland schools and our connection to servers at our Municipal offices.

5. **Collaboration with Adult Literacy Service Providers** – Describe how the program will be developed, where applicable, in collaboration with adult literacy service providers.
The Adult Education program in South Portland is only five years old, but it is thriving. Course listings (http://southportland.maineadulted.org/) routinely feature technology-focused offerings. We will make all of technology resources available to Adult Ed students to ensure the success of this program and it’s participants.
There are many instances where we work with students who are not following the traditional path of an in school K-12 education. For various reasons, some students work off site with the aid of a tutor or a full time teacher; we frequently provide laptop/iPad access to these students and instructors. Our goal is to provide access to coursework through online “E-Learning” software, such as Virtual High School. As predicted in our previous tech plan, we have invested in Rosetta Stone software for our ELL population. We also encourage the families of our ELL students to access free language acquisition software via the Portland Public Library.

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.

Each summer our staff is invited to various professional development opportunities that are funded by NCLB Title 2D monies as well as local per pupil allocations. Over the years we have collaborated with neighboring districts to provide technology related professional development for all teachers. We always provide multiple days of PD each summer. In 2014 we embraced a “structured” EdCamp model where teachers self organized around a very broad range of topics. We were pleased to have other school districts join in our learning.

Our technology director, teacher librarians and integrators offer ongoing, school-year, staff development which includes informal after school “quick shops” on various strategies to integrate technology, use resources, or build basic computer skills. We are committed to “just in time” professional development offered during the school day to our teachers during prep periods, by our technologists. All new recipients of Interactive Whiteboards are required to complete a training course that covers functionality of the technology and best teaching practices.

From our regular budget we have hired Library Information Integrators (LII) at all grade levels and technology education technicians (tech ed techs) for grades K-2. At the 6-12 level we also have Technology Integration Specialists. Generically these three positions are called “technologists.”

South Portland offers in house graduate credit for completion of a District developed technology course. All probationary teachers are required to take an in-house technology course. This course provides an ideal setting for training our teachers in our Districts’ vision for technology use.

Two years ago we began dedicating per pupil money toward a PD budget line within the district technology budget, in lieu of buying more equipment. We feel that we are well equipped with technology, but that we need to improve in our professional development and effective use of said equipment. This was reinforced by the results of our Clarity survey data, and improving PD is a focus of the InfoTech Team.

While we do offer technology specific courses at the 6-12 level, we have reduced these offerings in favor of an integrated approach of technology instruction. Our technologists work with the classroom teacher on units or projects and “infuse” them with technology in an effort to build skills among the staff and the students. South Portland has devoted considerable financial resources to this staffing model and is seeing the results in greatly improved student and faculty technology literacy. Computer literacy courses and typing have
become virtually unnecessary at the high school and have been removed from the course of studies, replaced with very specific, high level courses like Robotics, CAD and Video Production.

Staff is required to work with technologists to create technology-integrated units. Our InfoTech team, as well a groups of classroom teachers, work “behind the scenes” to examine common assessments and determine how they might be imbued with technology skills. Within two years we will implement our district-wide 21st Century Essential Learning Targets for instruction and assessment. This has been a goal of our InfoTech Team since its inception and we are pleased that the integrated skills we teach will be included in progress reporting for every student in the very near future.

Additionally our new teacher evaluation systems require that Student Learning Objectives are clearly defined and measured by teachers on an annual basis. Online surveys, evaluation forms, and other digital information collection tools will be used to gather data related to teacher effectiveness. Access to technology is essential to the processes of efficiently collecting, recording and analyzing data in order to identify appropriate goals for both students and teachers in this new system. Current professional standards for proficient and distinguished teachers define expectations that their practice include: appropriate use of available technology, reflection of recent developments in content-related pedagogy, ongoing relationships with other educational organizations, and facilitation of contact with resources outside of the classroom. Technological resources allow teachers to learn and plan for learning anywhere, anytime in their efforts to improve student achievement.

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.

Our InfoTech Team, composed of teacher librarians, technologists, special educators and administrators, has led the charge in this area. The integration of technology and information literacy across the curriculum is our primary goal. Using various Web 2.0 technologies such as wikis, podcasts, learning management systems and blogs, as well as innovative hardware (Interactive Whiteboards, iPads, digital scopes and document cameras) we have made it our goal to transform how teachers teach with technology. The courses taught by this group also stress the importance of helping our students use online and print information in a responsible and effective way. This group offers daylong sessions, quick after school sessions and graduate level college courses on these important topics and strategies.

Our technologists work together with every classroom teacher to integrate technology into what the teacher already does. We will continue to focus on specific local common assessments at key grade levels to be sure every student learns specific technology skills within the context of a larger unit of study. These efforts will be bolstered in 2015-2016 by the roll out of district-wide 21st Century Essential Learning Targets. We emphasize a co-teaching model that pairs the classroom teacher with a technologist in the delivery of integrated units.

Building administrators set expectations with their staff for technology integration each year and are responsible for determining use. We have a motto: “Library and Technology are Not Optional.” By assessing and reporting out on 21st Century Essential Learning targets, our motto has found real meaning.
Technology plays a considerable role in assessment, both summative and formative. We have delivered web-based NWEA for many years and our teachers enjoy near immediate student test results to inform instruction and help individual students. We participated in Smarter Balanced field tests in 2013 and 2014 and we are preparing our students and staff for the rollout of the new MEA/SBAC online assessments in the spring of 2015. We believe standardized assessments can leverage embedded technology to provide a more personalized testing experience for our students and lead to more timely, actionable data for our teachers and administrators. Our teachers are also using mobile technology in their classrooms (and beyond) to capture formative assessment data as we continue to embrace proficiency based learning at all grade levels.

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.
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<tr>
<th>TECHNOLOGY TYPE, COST, AND FUNDING SOURCE</th>
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<tr>
<th>GOALS</th>
<th>ACTIVITIES</th>
<th>HARDWARE/SOFTWARE</th>
<th>COSTS</th>
<th>FUNDING SOURCE</th>
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<tbody>
<tr>
<td>Provide presentation stations (TV, mounted LCD projector or Interactive Whiteboard) for 100% of instructional spaces</td>
<td>Purchase equipment (2014-2017)</td>
<td>TVs, Projectors, IWBs, cabling, mounting equipment, Apple TVs</td>
<td>$60,000</td>
<td>Local Funds and donations from PTA groups</td>
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<tr>
<td>Reliable PCs in all K-5 Classrooms</td>
<td>Five year maximum replacement plan. Establish sustainable expenditure budget (2014-2017)</td>
<td>PCs and Monitors</td>
<td>$8,000 annually</td>
<td>Primarily via Donations, supplemented by building budgets and local operating budget</td>
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<tr>
<td>Updated WiFi for K-5 Schools</td>
<td>Create RFP and purchase equipment (2014-2016)</td>
<td>Wireless Access points and controller (if not cloud based solution)</td>
<td>$65,000</td>
<td>Local Funds with potential e-rate discounts</td>
</tr>
<tr>
<td>Update WAN (Edge Switch equipment)</td>
<td>Create RFP and Equipment purchase and installation (2014-2017)</td>
<td>Routers, Switches, G-bic modules</td>
<td>$40,000</td>
<td>Local Funds with potential e-rate discounts</td>
</tr>
<tr>
<td>Increase whole class access to technology in grades K-5</td>
<td>Purchase equipment</td>
<td>Chromebooks, iPad minis, charging stations/carts</td>
<td>$25,000 annually</td>
<td>Local Funds, building based budgets and PTA donations</td>
</tr>
<tr>
<td>Provide Intervention Based Technology</td>
<td>Continue and increase use of targeted software such as: FastMath, Read180, System44, MobiMax, Dreambox and Rosetta Stone</td>
<td>Software: FastMath, Read180, System44, MobiMax, Dreambox and Rosetta Stone</td>
<td>$60,000 annually</td>
<td>Special Education Funds, Title Funds, Local Budgets and Grants</td>
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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 South Portland School Department was recently expanded access to Google Apps for Education to all students. Teachers are abandoning the traditional file server and folder model of the past and embracing the power of cloud based file storage and collaboration. Using GAFE allows our kids to access their work from any connected device. Our Clarity data indicates that over 90% of our students have access to the Internet for home. Public WiFi is common in many parts of our community and we have public libraries on each side of our city to ensure students can continue their work outside of school.

Staff and students have access to help-desk technology. This ensures that their computers are in good operating condition, and will allow us to centrally manage calls for tech support (whether it be how to integrate technology, or how to format a paragraph in a word processor, or to fix a broken machine). Our Clarity data for MLTI schools reveals that over 82% of tech problems are addressed within one day of being reported.

Our integrators maintain a very rich resources page (https://sites.google.com/site/glatztechnology/how-to-documentation), where many common files and templates can be found, as well as over 100 “How To” guides to address needs of staff and students. We use video and audio tutorials to help people with varied learning styles.

All of our computers are protected by Sophos antivirus software that is also available to our users at home.

Nearly every square inch of our schools is covered by wireless access points, allowing technology learning to happen anywhere in our facilities.

We use an online library card catalog so that students can access print materials in our libraries. We also share print resources among our libraries via a book courier.

Staff and students access online databases through the Maine State Library’s MARVEL system.

Two years ago we adopted our first completely digital curriculum for the majority of high school Math courses. By using McGraw Hill’s Cinch system our teachers can draw on content from multiple courses to craft custom courses to better meet student needs.

In 2014 we expanding use of eBackpack to grade 6 so all of our iPad using students can organize and submit work in a paperless system.

We plan to continue to encourage teachers to embrace digital work submission with training on GAFE, Google Classroom and eBackpack.

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.*
As stated above in various sections, we are constantly striving to equip our students, staff, and classrooms with the most appropriate technology equipment and software. While we remain focused on one to one access to technology (and have successfully added grade six to our 1:1 approach), we are now most concerned with providing additional, targeted tech to our elementary school students and teachers.

One of our elementary schools was awarded a School Improvement Grant (SIG) by the Department of Education. Featured in the grant was increased access to technology for our poorest and highest needs students. We purchased an additional 120 iPads as well as a comprehensive, web-based Math program that extends student learning beyond our walls. Next year we will implement a similar program designed to improve reading at this school.

Another of our elementary schools has an extremely high proportion of homeless and ELL students. We have invested in ten extra iPads with Rosetta Stone to support the teaching of English as a second language to these students.

Our Instructional Support Services ("Special Education") department works very closely with the technology department to be sure all IEP recommendations are met, a number of which include access to specific technology and software. We are fortunate to have the part time services of a Speech Therapist who is a leader in app selection and contributes to iPad app development in her work with real world special ed software developers. Students in our Autism program are well supported with iPads and related software and have seen considerable success with their individual education plans.

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 technologists in each building play the important role of “technology advocate.” She/He routinely contributes to newsletters, or writes email to staff highlighting and encouraging best practices in technology integration. Also building based Open Houses serve as showcases for success stories in technology, and share with the community the great work our students are doing.

Our InfoTech team has been a leader in presenting to staff at all levels the Big-6 model of research, as well a effective use of Web 2.0 tools. We also teach graduate level educational technology courses, required of all probationary teachers. Along with other staff members, the technologists will continue to lead staff development such as the Summer Academies and afternoon drop-in sessions which promote the integration of technology.

At the high school level we are proud of our integrated, cross-curricular approach to teaching. One example of which is our Bioethics unit of study that pulls together science, English, library and technology teachers (https://sites.google.com/site/2013bioethics/).

Our technologists work together with every classroom teacher to integrate technology into what the teacher already does. We will continue to focus on specific local common assessments at key grade levels to be sure every student learns specific technology skills within the context of a larger unit of study. These efforts will be bolstered in 2015-2016 by
the roll out of 21st Century Essential Learning Targets that are aligned with the Maine Learning Results. We adopt a co-teaching strategy that pairs the classroom teacher with a technologist in the delivery of integrated units.

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.

Our technology director, teacher librarians and integrators offer ongoing, school-year, staff development includes informal after school “quick shops” on various strategies to integrate technology, use resources, or build basic computer skills. We are committed to “just in time” professional development offered during the school day to our teachers during prep periods, by our technologists.

Each summer our staff is invited to various professional development opportunities that are funded by NCLB Title monies as well as local per pupil allocations. Over the years we have collaborated with neighboring districts to provide technology related professional development for all teachers. We always provide multiple days of PD each summer. In 2014 we embraced a “structured” EdCamp model where teachers self organized around a very broad range of topics. We were pleased to have other school districts join in our learning.

Our Technology Integration Specialists at grades 6-12 have found success by working with different subject matter departments during their prep periods within the school day. This model works well as the teachers often have similar interests and the instruction can be focused on how to integrate technology into their subject areas. At the K-5 levels, our technologists offer informal drop-in trainings many Tuesday afternoons.

All staff (educational technicians, teachers, administrators, clerks) are entitled to reimbursement for courses taken outside of the school department. We encourage people to take technology related classes, and routinely share and post information about such offerings beyond the walls of our schools. We also encourage our staff to attend conferences and training sessions to further the school department’s technology goals. Every year we send over ten teachers to the ACTEM technology conference and to the Google Summits in the summer.

Also, as mentioned above, our technologists work with teachers informally and formally each day to help develop their 21st Century and information literacy skills.

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.

South Portland School Department purchased a distance learning/video conferencing solution. In the past, as an ATM site, we saw low use of this type of technology. Teachers are moving away from complicated video conferencing solutions and embracing user friendly approaches like Google Hangouts and Skype. In the past year we have seen a huge increase in Skype as an education tool for activities like Author Visits and “Mystery Skypes.”
Our Gifted and Talented department are considering Skype to increase instructional time lost by traveling between multiple locations.

We currently provide access to coursework through asynchronous, online “E-Learning” solutions like Virtual High School. Students can access rigorous coursework and work toward mastery of standards, regardless of where they are physically located, or the time of day. We have added language acquisition software for our ELL student population at Memorial Middle School, and are expanding this to grades K-5.

Most of our students participate in Hour of Code activities, and this has led to the after school coding clubs and the potential addition of a Computer Science/Coding course at our high school.

South Portland is fortunate to be located near many academic resources, however our teachers still embrace the invitation to reach out beyond our immediate community to connect with classrooms and resources across America and the world.

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.

We are extremely excited that 21st Century skills will be taught, assessed and reported on via our new Essential Learning Targets. These skills are aligned with Common Core and Maine Learning Results. This development brings much higher levels of accountability to our technology program.

Additionally each technologist is asked to keep a log of consultations and collaboration with classroom teachers - many do so using an online booking service. As all teachers are expected to work to integrate technology, some accountability is “built in” and building administrators oversee this process.

Many of our technology plan goals are measurable by simple data collection (e.g. did we indeed increase 1:1 access to technology? Have we updated our WiFi infrastructure). We audit these goals year by year, and met or exceeded all of our goals in our 2011-2014 plan.

For our MLTI schools we complete all required DOE surveys which very clearly indicate the use of iPads by teachers and students. These results are analyzed by building administrators to be sure there is accountability in technology use and integration to meet local and State goals.