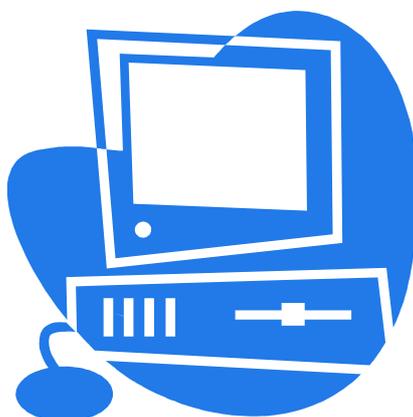


Lisbon School Department

Lisbon, Maine

TECHNOLOGY PLAN

July 1st, 2013 – June 30th 2016



Lisbon School Department

- **Lisbon Community School**
- **Philip W. Sugg Middle School**
 - **Lisbon High School**

Created by:

Lisbon Technology Committee

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Introduction

Part of keeping technology useful in the classroom is maintaining a current level of technology. The average computer has a life span of approximately 3 years. In schools nationwide, computers can average between 4 and 6 years. Older, obsolete technology hinders the teaching and learning process due to the fact that older technology cannot run current software or perform more sophisticated functions. Our goal is to draft a Strategic Technology Plan that will guide our district forward over the next three years. Included in the plan will be specific goals, action steps, strategies and timelines necessary to ensure meaningful and useful implementation. A finalized copy of this plan will be submitted to the Lisbon School Committee for initial approval and then submitted to the Department of Education (DOE) for adoption in June 2013. Once adopted, members of the Technology Committee will continue to meet approximately 3 times per year to review the implementation process and to recommend revisions as deemed necessary.

Currently, the Maine Learning Technology Initiative (MLTI) supplies our 7th and 8th grade students with 1:1 laptop access. As technology changes and new opportunities arise, the Lisbon School Department intends to continue to provide the latest technology to support the vision of the schools. Through the use of federal grant and local funds, the Lisbon School Department will continue to bring newer technology into the schools, such as higher-performing laptops, iPads, Apple tvs, Smartboards/Enoboards, document cameras and video conferencing gear, as well as software applications. The Northwest Evaluation Association and the pending Smarter Balance student assessments will require updated technology to support their platforms.

Vision

All students learn in different ways and in different timeframes. With this understanding, the Lisbon School Department must evolve to meet the present and future needs of all learners.

Technology Committee Mission Statement

The mission of the Lisbon Technology Committee is to develop long term goals, operational guidelines, and standards for technology practices designed to create an environment that supports the vision of the Lisbon School Department; and, allows the school department to communicate in a secure environment that is beneficial to community growth.

Details of Audience

Lisbon, nestled in the picturesque corridor along the Androscoggin River is a proud community of a diversified population base. The town, settled in 1628, was second to Lewiston with manufacturing opportunities. Today, town people from all walks of life, pride themselves on their community and its students' accomplishments. Lisbon public schools are located in the third largest community of the fourteen counties in Androscoggin County.

The Lisbon School Department is comprised of the Lisbon Community School (Pre K-5), Philip W. Sugg Middle School (6-8) and Lisbon High School (9-12). The total enrollment is 1,323 students. Out of the entire student population, 49.1% students are identified as low income.

Goals and Objectives

Goal 1: To provide adequate and realistic funding to maintain a technology status current with the ever-changing world of technology.

Objective 1.1: At a minimum, to maintain existing funding in each year's district budget to keep the technology infrastructure current through June 2017.

Goal 2: To continue to evaluate and assess the equitable and adequate student access to technology in each building by June 2017.

Objective 2.1: Review and revise current inventory of technology in each building.

For the educational use of technology to be effective, the components must be available to students and staff. The Lisbon School Department is striving to create a learning environment where the integration of technology assists teaching and learning.

The Lisbon School Department is committed to equitable technology access for all students. This means to us that the technology access meets the standards set by the Americans with Disabilities Act (ADA) and universal design. Technology must be accessible to any student that wishes to use it. This involves the use of software to meet specific learning needs.

Objective 2.2: Continue to collaborate with special education, alternative and adult education providers.

The Lisbon School Department supports adult literacy programs through its Adult Education Department. The Adult Education Department also works with the Lisbon Student Services Department and Lisbon High School to provide a range of services to help at risk students finish their high school education. Particularly, adult education uses the software program Plato/Odysseyware to offer online courses for at-risk high school students. This program is available, as well to the adult education students. In the 2013-14 school year, adult education is going to offer a new opportunity for identified students.

The Gartley Street Program was started in August 2010. This program is Lisbon School Departments alternative education program which targets at risk students and students who choose to drop out. The program incorporates an online learning curriculum and technology resources as well as the more traditional learning materials.

Goal 3: To provide professional development related to "next" practices in technology by June 2017.

Objective 3.1: Continue the introduction of technology to allow access to courses and content that are not traditionally offered in the schools and create new teaching and learning avenues.

Objective 3.2: Provide opportunities for professional staff to collaborate.

Objective 3.3: Designate professional development days in the academic calendar.

Objective 3.4: Designate resources/funding to support professional development initiatives.

Technology Infrastructure

Currently, the School Department has adopted the strategy to use both static computer labs and mobile laptop labs. In an effort to remove the physical barriers to learning, laptop carts have been distributed in the Lisbon Community School and Lisbon High School. These carts offer a chance for students and staff to leave the classroom and collect data or create projects in different learning environments. The traditional computers still operate to offer additional access for technology instruction for students and staff.

In an effort to identify necessary technology, the Technology Director, technology committee and staff, examines and recommends purchases of educational technology. In the past, this has consisted of computers, laptops, network gear, and other associated software and hardware. Though these purchases will continue, online learning systems, video conference equipment (TANDBERG Quick Set C20 system) and other technology are being invested in.

The Lisbon School Department currently budgets funds for technology purchases each budget year. Those funds are used to purchase hardware, software and technology services as needed. Additionally, other sources of funding (Title Funding, grants, etc.) are also utilized when applicable to supplement technology services. Lisbon School Department also recognizes that all funds are limited so Lisbon also continues to examine Open Source Solutions for software. Typically Open Source software is free or very low cost for schools to use.

With technology applications and services being more and more web-enabled, the need to have a consistent and fast internet connection is becoming the absolute critical piece in educational technology. To that end, the Lisbon School Department will conduct regular reviews of the Internet Access capabilities for each building throughout the district.

Staffing

The Lisbon School Department employs a Director of Technology, technology integrators and other contracted support personnel. A more effective model that Lisbon employs revolves around using technology integrators and other specialists working directly with the staff. The Lisbon School Department's goal is to introduce the staff to new technology tools to

enhance teaching and learning. The specialists are located in the schools year round and work with staff to implement and support the use of technology within the classroom.

To help implement best practices, the Lisbon School Department also uses technology integrators and literacy and math specialist. These specialists work with the Lisbon School Department staff to integrate educational technology. They meet with the staff individually and in groups to explore different teaching and learning strategies that often revolve around the use of technology.

Assessment Strategies

The Lisbon School Department recognizes that technology in the schools is not enough to improve academic achievement by itself. Technology must be integrated within the curriculum to support instruction and maximize its effectiveness within education. The Lisbon School Department also recognizes the importance of staff professional development to help integrate technology into their lesson plans and daily activities.

To continue to provide resources for the staff, the Lisbon School Department invests in a variety of different technologies that can be used in the education of the students. The goal is to have technology available on a whenever and where ever needed basis. Traditionally, this meant purchasing more computers (desktops and laptops), now we are finding that needed technology includes a myriad of objects, including hardware, software and online resources.

Throughout this work, the technology is constantly being reviewed to make sure that it is an effective tool for students and teachers alike. As new technologies arrive, the school department examines the technology and looks to see if the technology can be used as an aid to improving academic achievement.

To fully take advantage of the increased access to computers, the district has invested and will continue to invest in online resources, software, and hardware. The district will also continue to examine current and future technology trends like cloud computing and smart phone integration.

Risk Factors

We have identified the following risk factors inherent in the Strategic Technology Plan:

- The provision of a safe, secure and respectful online learning environment,
- Resources allocated for professional development,
- Maine Learning Technology Initiative contract renewal,
- Increased risk of plagiarism,
- Confidentiality,
- Continued reductions in local, state and federal allocations; and,
- The professional staff's mindset about technology.

Implementation Strategy: Technology Integration

The Lisbon School Department staff, Superintendent and members of the school committee work together to develop and implement the curriculum for grades Pre K through 12. All curriculum units must be approved by the Superintendent. Every unit is required to demonstrate how technology will be utilized within the instruction of the students. If the technology piece is not included in the unit design, the unit will not be approved.

Implementation Strategy: Reporting

To help track integration of technology within the school department, the electronic grade book system, Pinnacle, is being used. The Pinnacle software allows for parents, staff and students to instantly have access to grades. This system allows for numerous reporting options. These reports are used by teachers and staff to examine student achievement and make adjustments to lessons, lesson plans and units to offer improved learning opportunities to the students.

Implementation Strategy: Community and Parental Involvement

The Lisbon School Department is dedicated to the vision that students learn in different ways and in different timeframes. Technology is playing an ever expanding role in the education of students globally, as a tool for teaching and learning. The use of technology to enhance communication between school and home provides a vital set of tools for the Lisbon School Department.

This plan requires that the Lisbon staff must maintain strong communication among the schools, parents and community. The Lisbon School Department communicates with stakeholders in the community through the use of social media, communication software (AlertNow), grading and reporting software (Pinnacle Internet Viewer) district website and email.

The school department also works directly with the community to help shape the use of technology within the school department. The Superintendent or designee prepares public reports throughout the year to inform the public how technology is being integrated in the schools to support the vision of the school department. It also gives an avenue for the public to comment and ask questions about educational technology and “next” practices.

Implementation Strategy: Technology Committee

The school department hosts a Technology Committee comprised of the Director of Technology, School Committee representative, teacher representatives and community stakeholders. This committee:

- Supports the vision and mission of the school department,
- Discusses current technology challenges and future initiatives,
- Reviews and addresses the current and future technology budgets; and,
- Assesses the Strategic Technology Plan and suggest revisions when necessary.

Implementation Strategy: Supporting Resources

Lisbon High School is currently using online Advanced Placement courses for students for whom no on-site course existed. Local funds have been increased to allow more students to participate in this resource.

The Plato Program, used by special education, regular education and adult education students, is yet another example of the use of technology to provide more learning opportunities to Lisbon students. Plato offers the opportunity for student to perform credit recovery or take classes for enrichment purposes.

Teacher training in Lisbon includes an in depth session in learning how to use the Maine Library Databases for research and information. Professional development has been designed to instruct how best to use the databases in order to extend student resources and support research assignments and projects.

In these difficult budget times, schools are looking for ways to offer additional courses to their students. Using video conferencing technology, students are capable of participating in classes offered by other schools. These units also allow for teachers to communicate anywhere in the world to share best practices and participate in professional development opportunities.

Recommendations

Based upon our Strategic Technology Plan, we recommend the following:

- Annually monitoring our progress against our goals,
- Survey and assess the effectiveness of our professional development offerings,
- Offer multiple-pathways for teaching and learning,
- Further our research of online platforms and “next” practices for teaching and learning,
- Promote the vision and mission of the school department in the community; and,
- Invest our stakeholders in the review and response to the Strategic Technology Plan.

Conclusion

As educational leaders it is important for us to understand that technology is evolving and that we need to think of ourselves as learners. We imagine a day when technology is used to customize and personalize learning for all students. Most schools only use the Internet to merely “get” information. Leaders cannot wait to find out what the 21st Century looks like, rather we need to change from learning “what” to “how” to learn. This requires one to identify the critical

skills student need to be successful in the 21st Century. Furthermore, strategic plans change as rapidly as technology. As a result, we will need to continuously monitor and assess our progress toward attaining the aforementioned goals indicated in this plan.