

Maine School Administrative District #75 Goals

“ . . . a description of the applicant’s specific goals, aligned with challenging State standards, for using advanced technology to improve student academic achievement.”

Introduction. This document provides the foundation for technology efforts within the District to provide stable, accessible, reliable, and sustainable services in a legal, ethical, and responsible manner. The document will serve as the tool governing management decisions regarding the purchasing and use of technology and telecommunication equipment and services within the District. Objectives are outlined under each goal to assist with measuring progress toward achieving each respective goal. Assessments are provided to facilitate determination of whether or not an objective has been met and are amplified in the Accountability Measures section.

1. **Technology Equity - The goal of technology equity is to provide a level of instructional equality for all students within the district.** This goal will be achieved through the Technology Equity Plan (see Appendix [“Computer Equity Plan”](#)) with the following objectives and assessments:

Objectives.

- 1) **Establish baseline for technology and telecommunication services.** A baseline of technology and telecommunication services needs to be provided to all schools and each staff member in the district. These services include but are not limited to: accessibility to technology assets, office productivity and forms management applications to support curriculum and administrative requirements, electronic mail for internal and external communication, intranet and internet access for research and web publishing supporting educational and administrative requirements, printing, electronic storage of data, information security, networking, fax, and telephone services. (Baseline of Technology Services described in Technology Equity Plan)
- 2) **Establish baseline for staff development.** A baseline for measuring the technical proficiency of staff will be useful in determining technology training needs that should be fulfilled by the District to increase the technical proficiency of all staff and allow for the development of technology curriculum to that end. The baseline will be captured in a checklist (see Appendix [“Staff Development Checklist”](#)) that may be retained for planning training needs and budgeting for completion.
- 3) **Establish baseline for technical support.** To provide responsive, knowledgeable support from the technology staff that fosters confidence in the reliability of technology integrated into the curriculum (see Appendix [“Technology Support System”](#)).

Assessments.

- 1) Do services meet the baseline for all computers in the District?
- 2) Do all district staff meet baseline knowledge and skills for technology?
- 3) Does the data collected in the helpdesk tool indicate adequate levels of responsiveness and knowledge?

2. **Technology Standards – The goal of technology standards is to ensure the goal of equity is met by establishing minimum standards for technology throughout the District.** Standards will also facilitate the training of staff, the establishment of procedures for overall technology management, and reduce the total cost of ownership for technology within the District. This goal will be achieved with the following objectives and assessments:

Objectives

- 1) **Establish hardware and software standards for delivering technology and telecommunication services.** Often times a teacher’s primary means of communication with parents within the district is via phone. Each teacher should have immediate access to reliable telephone service that supports voice messaging. Standard hardware and software provides cost savings, better and easier integration and management, reduced training for technicians and staff, and consistent technology interface across the district. The technology department recognizes a distinction between academic and administrative requirements, and that those requirements may be more adequately met by separate and distinct platforms, therefore requiring separate standards.
- 2) **Establish software standards to meet functional requirements.** A suite of standard software facilitates the delivery of functionality to the desktop, provides for focused staff development on minimal applications, and permits software license management on a greater scale while minimizing impact on available resources.
- 3) **Establish Standard Operating Procedures (SOP).** An SOP will provide a central means of establishing methods for the procurement, accountability, use, management, and disposal of technology and telecommunication assets in the District. The SOP will be a “living” document that changes to incorporate new procedures as may be dictated by changes in technology and technology policies within the District.

Assessments

- 1) Does each faculty member have access to a phone supporting a reliable messaging service?
- 2) Is there a common platform for administrative computing?
- 3) Is there a common platform for academic computing?
- 4) Is there a common list of applications for administrative computing?
- 5) Is there a common list of applications for academic computing?
- 6) Is there a published Standard Operating Procedure (SOP) for Technology and Telecommunications that is readily accessible by the District Staff?
- 7) Does the SOP adequately describe the methods of procurement, accountability, use, management, and disposal of technology and telecommunication assets within the District?

3. **Integration of Technology into Curriculum – The goal of integrating technology into the curriculum is in line with District, State, and Federal goals.** Through the achievement of this goal each student will meet State Learning Results. This goal will be achieved with the following objectives and assessments:

Objectives

- 1) **Academic and Technology Departments work together to integrate technology into curriculum.** The role of the technology department is to assist in the design and

- implementation of a technology system that meets individual learning differences while encouraging good instructional practices for all. The Technology Department's systems approach must include an education perspective based on the most current research. This is a unique requirement that demands a team of individuals who can bridge both worlds: the technical and educational.
- 2) **Establish technology benchmarks in all content areas of the learning results and expectations for integration into units and assessments where appropriate.**
 - 3) **District curriculum includes technology common assessments.**
 - 4) **Develop District curriculum examples of effective instructional strategies that include different delivery methods.**

Assessments

- 1) Are key Department members part of the Curriculum Planning Workgroups?
 - 2) Are the technology benchmarks being met?
 - 3) Does the District curriculum include common assessments for technology?
 - 4) Have curriculum examples been provided to faculty that reflect technology integration through a variety of delivery methods?
4. **Technologically Proficient Staff – The goal of developing a technically proficient staff is to increase the ability of all faculty to incorporate technology into their curriculum and to better equip them to support their students efforts using technology.** The goal will also serve to facilitate the administration supporting teacher efforts and reduce impact on technology resources as problems are proactively and more timely resolved at their source. This goal will be achieved with the following objectives and assessments:

Objectives

- 1) **All staff understand the fundamentals of computing.** Understanding the practical concepts governing technology facilitates learning new technologies and permits for better integration into their curriculum.
- 2) **All staff are able to create a professional document.** Written correspondence is a primary means of communication and is required of all staff in one form or another. The ability to produce a grammatically sound, spell-checked document when required is critical to the daily operations in the District. It is also crucial for teaching students these same skills.
- 3) **All staff are able to read and respond appropriately to District generated electronic mail.** E-Mail is a primary means of communication and is required of all staff. The ability to read and respond appropriately to e-mail is an integral part of their job.
- 4) **All staff are able to perform preventive maintenance on technology equipment.** Preventive maintenance can be performed by all and result in extending the life of technology assets. It is incumbent upon all technology users to be able to perform simple maintenance such as keeping components clean and dust-free, being sensitive to static electricity discharge, and caring for removable media responsibly. It is also important for teaching students the proper care for the technology equipment they use.

Assessments

- 1) Are all staff able to complete the computing fundamentals checklist?
- 2) Have faculty incorporated technology into their teaching methods?

- 3) Are all staff able to respond appropriately to e-mail within the District?
- 4) Is the technology equipment receiving regular preventive maintenance?

5. **Determining Total Cost of Ownership (TCO) for District Technology – the goal of determining the TCO is to be able to budget for future projects that require an aspect of technology and or telecommunication service for their success.** This goal will be achieved with the following objectives and assessments:

Objectives

- 1) **Be able to forecast the technology and telecommunication costs of a District project before a project is approved.** This objective will allow a better funding definition and enable the success of more District projects involving technology, as well as serving as a tool for planning and budgeting.
- 2) **Be able to forecast the impact of technology and telecommunication costs assumed by the District for a State Technology Initiative.** With a comprehensive TCO analysis, the District will be able to argue for funding in support of State initiatives involving technology.

Assessments

- 1) Does the Cost Benefit Analysis of technology forecasted for a District project meet the actual technology and telecommunication costs incurred by the project?

6. **Apply Sufficient Resources to Achieve the Technology Plan – the goal of the District applying sufficient resources to achieve the Technology Plan is intended to ensure the successful attainment of all goals of the plan.** Without sufficient resources to implement the plan the goals cannot be met. Technology costs money. It requires a significantly trained staff of varying specialties to provide the depth of service that will meet student and teacher expectations. It requires responsive, reliable equipment and robust software capable of providing the applications and services that will support students' continued learning and enhance teachers' effectiveness. This goal will be achieved with the following objectives and assessments:

Objectives

- 1) **Establish a sufficient budget to support technology and telecommunication in the District.** This objective will provide for costs associated with maintaining daily operations, responding to emergencies and state technology initiatives, and ensuring staff are adequately trained for continued support or that contracts are in place to cover areas outside the scope of technology staff knowledge and skills.
- 2) **Provide sufficient, adequately trained staff to support the variety of technology sponsored within the District.** Money alone cannot maintain technology. It requires people with the right knowledge and skills to address District technology needs. While technicians may be able to perform a variety of tasks, operating with just enough to get by is contrary to data security.
- 3) **Allocate sufficient resources for all new technology projects.** Part of the planning process for projects that include technology and telecommunications require budgeting not only money, but also the time, equipment, and people required to implement the project. Projects requiring technology support above the level of daily operations must include the man-hours and people to complete the project. Budgeting must be for the expected life of the project.

Assessments

- 1) Do we have enough money to support all of the necessary technology projects?
- 2) Do we have enough trained people to support all of the necessary technology equipment and software?
- 3) Do we have sufficient technology staff to continue to support all services in the event of the absence of any one member?
- 4) Do we have enough reliable equipment to meet all requirements?
- 5) Do we have enough time to successfully complete projects and meet deadlines?