

School Union #93

Blue Hill • Brooksville • Castine • Penobscot • Surry

Technology Plan

July 2014 – June 2017

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Contents

i. Technology Committee	3
ii. Guiding Principles	4
1. Community & Parental Involvement	5
2. Vision Statement	6
3. Goals Roadmap	
3.0 Goals.....	8
3.1. 2014-2015	9
3.2. 2015-2016	10
3.3. 2016-2017	11
4. Necessary Technology	12
5. Collaboration with Adult Literacy Service Providers	13
6. Strategies for Improving Academic Achievement and Teacher Effectiveness	14
7. Integration of Technology with Curricula, Instruction, and Assessment.....	15
8. Technology Type and Costs, & Coordination with Funding Resources	
8.1. 2011-2012	16
8.2. 2012-2013	17
8.3. 2013-2014	18
9. Supporting Resources.....	19
10. Steps to Increase Accessibility.....	21
11. Promotion of Various Curricula and Teaching Strategies that Integrate Tech	22
12. Professional Development	23
13. Innovative Delivery Strategies.....	24
14. Accountability Measures.....	25

i. Technology Committee

The Technology Committee represents every school of School Union #93:

- Adams School, Castine
- Blue Hill Consolidated School, Blue Hill
- Brooksville Elementary School, Brooksville
- Penobscot Community School, Penobscot
- Surry Elementary School, Surry

The mission of the Union #93 Technology Committee is twofold. First, the committee is charged with staying abreast of all technology changes that may affect union business. This includes collaboration on implementation, security, training, and other applications of technology that span the five schools of the Union. Second, the committee is the main source for technology innovation in the union. As such, it is a venue for discussion, deliberation, and cooperation that can provide one collaborative voice to the Union, its schools, and the community.

The building principals recommend members. Membership is voluntary and appointees may elect to serve or not serve. Members may resign from the committee at any time. Meetings are held as needed with the goal of meeting once per month, if not more frequently.

Committee Members as of November 2013:

- Lucas Allen, Office of the Superintendent
- Matt Jurick, Blue Hill Consolidated School
- Colin Powell, Adams School
- Beverly Locke, Surry Elementary School
- David W. Davis, Brooksville Elementary School
- Greg Gray, Penobscot Community School
- Rachel Kohrman-Ramos, Union 93 Curriculum Coordinator

Personnel

The school Technology Coordinators will work closely to ensure the goals set forth by the Technology Committee are pursued and that each teacher and student has a positive experience with technology. Each school and each Technology Coordinator works with different configurations and resources, but share the same philosophy and objective. One cannot achieve the objective without the others, and only through clear,

open communication and cooperation can the goals of the Technology Committee be met.

ii. Guiding Principles

- The resources we have must be at a level that will provide adequate access for all teachers and students.
- Access to technology for learning must be available for all students regardless of learning styles, differences, or capabilities.
- As technology becomes fully integrated into our educational approach, it can no longer be viewed as a privilege, but as a necessity to all students.
- Technology will be used...
 - To enhance and enrich learning opportunities for students in all areas.
 - To enhance good teaching in demonstrating concepts, engaging students in critical thinking, and expanding access to ideas and information.
 - As a means for students to demonstrate their learning and intellectual growth and to perform research and information gathering.
 - By teachers and administrators in developing curriculum, for professional development, and in collaborating with colleagues independent of time and place.
 - As a means for parents, teachers, and administrators to efficiently communicate and exchange information that improves the potential for students' success.
 - As a productivity tool for increasing the efficiency with which the work of the district is accomplished at all levels.
 - To acquire, manage, and analyze data that will be used to inform the overall educational program.
 - In a way that fosters student understanding of safety issues and the responsibilities of citizenship in a technologically complex age.
 - To encourage, excite, and engage students to participate in curricular and extracurricular activities that foster curiosity, exploration, and discovery.
- To prepare and empower our students with the tools they will need to be successful, contributing citizens in our technology-driven global society as they progress through and beyond their schooling.

1. Community & Parental Involvement

Using Powerschool's Parent Portal, parents and guardians currently have instant access to student's grades, attendance records, test scores, lunch balances, and comments from teachers. Union-wide email adoption, and parental email lists, encourages greater and more efficient parent-teacher communication.

Each school has a website that includes up-to-date information. Improvements have been made to both the Union and School websites to increase parental access. We now have full electronic school calendars, a complete set of Union policies, and a venue for making Union-wide announcements all available online. More can be done, however, to accommodate the increasingly busy and mobile lifestyle of modern families. We plan to take steps to integrate new mobile and social media technologies on our websites to facilitate more timely dissemination of information.

To that end, we plan to implement Alert Technologies Powerschool extension that enables teachers to provide class assignments, permission slips, student evaluations, progress updates, student schedules, and content distribution from within Powerschool. This extension also allows for instant updates to be distributed via text or voice message in the case of emergency or school closing due to storm.

Any good policy must be well promulgated. In the case of technology policy, it must not only be well promulgated, but it may also require a degree of education. To that end, we plan to implement timely and periodic parent-community education sessions with school and Union technology coordinators. Therein, we will familiarize parents and community members with the technology options at their disposal.

2. Vision Statement

As educators in the twenty-first century we recognize that technology has undergone a revolutionary transformation in the sphere of education. Not only is technology a tool for simplifying and expanding certain tasks in education, it has also become a fixture of modern life. Technology has always been concerned with facilitation, either by simplification or by enabling new tasks. To that end, a manifold of opportunities have developed to enable new educational opportunities. Remarkably, students are no longer limited by the constraints of time and space. While it may sound grandiose, in no other time in human history was the totality of human knowledge available in the classroom. In effect, we have that now, and it is amazing. This remarkable freedom must be embraced.

That embrace, that technological integration, comes with costs. Chief among the costs is the investiture of time learning new technologies. That investment, however, is easily reduced. Learners from a generation ago understand the method by its absence from their lives: early exposure. Our new generation of students is growing up in a technological society; as such, they adopt new technologies as easily as children of the 1980's understood the VCR. As educators, our job is to make sure of two factors. First, technology must be integrated into the school day. Students of all ages, learning levels, and socioeconomic backgrounds must be exposed to new technology early and often. Second, technology must be *well* integrated into the school day. While we want to immerse our children in technology to facilitate deeper, better, or more engaging learning experiences, we do not want technology to be the primary lesson. That is, it is our job as educators to ensure that student acquire the tools needed for modern living, and also to avoid technology interfering with the lesson it is being used to teach. Technology is a tool; as such, it should function as well as the hammer to the nail.

We are committed to the mission of integrating technology into our learner's lives, and integrating it well. The Technology Committee of School Union 93 embraces the integration of technology as a teaching and learning tool as well as a means of ensuring that learners of all ages have equitable access to the information and tools necessary to achieve a quality education. The Committee understands and fully adopts the philosophy that quality professional development, excellent instructional practice, seamless coordination between technology staff, and a strong curriculum are critical for the continuing success and further development of technology within the Union, its schools, and classrooms. We envision technology-rich schools as places that are accessible during traditional school hours, after school hours, and beyond the physical confines of the buildings.

The coming century will be dominated by makers and we envision our students growing into makers in the mold of Steve Jobs, Mark Zuckerberg, or Dean Kamen. There are an infinite number of technologies to be created. To take those leaps and create those

new things students will need confidence. Confidence comes from experience. Our mission is to use technology to remove the limits to student exploration in their areas of interest, or to tap into the latent potential they all have.

The Technology Committee is committed to developing, enhancing, maintaining, and supporting the infrastructure necessary to incorporate technology into the classroom and school day. We leverage technology that supports and enhances the Union's ability to implement sound educational practices for improved student learning through the close integration of educational and information technologies both in and beyond the classroom.

We are also mindful that a good school is a safe school, and part of being a safe school is being compliant with the Child Internet Protection Act (CIPA). Consistent with CIPA all school's Internet access is strictly filtered for all content inappropriate to minors using OpenDNS filtering management. Further pursuing this end, all schools in Union 93 have adopted formal Internet Safety Policies.¹ Furthermore, all students are educated in basic Internet safety consistent with CIPA.

CommitteeCommitteeCommittee1 Available at:
<http://www.schoolunion93.org/schoolboard/policies>

3.0 Goals:

Deriving directly from the Union’s vision regarding technology and the set of guiding principles we have adopted, we have developed a roadmap towards progress in technology over the life of this technology plan. Those goals are undertaken with an understanding that budgetary constraints and popular will at individual schools will vary. They are detailed in sections 3.1 – 3.3.

In addition to our statement of vision and guiding principles we will increasingly be looking to the **Maine Learning Results** for Guidance along with the **International Society for Technology in Education 2007 Nets Students Standards**.²

From the Maine Learning Results:

“The Learning Results identify the knowledge and skills essential to prepare Maine students for work, for higher education, for citizenship, and for personal fulfillment. This document defines only the core elements of education that should apply to all students without regard to their specific career and academic plans.

The overriding purpose of the Learning Results is to provide teachers and parents with guidance to improve an existing education system that is already working well for many students in most Maine communities. The adoption of common standards and an accompanying mix of measures which assess learning is widely regarded as the most important next step in improving the quality of public education for all students.”

Our goal is to craft technology education and technological integration with the standards of the Maine Learning Results in mind. That is, clear goals have been outlined in the MLR with performance indicators and descriptors available for each subject area and grade level. Technology can be integrated into the classroom to help facilitate the particular lessons outlined in the MLR.

With regard for the specifics of technical education outlined in chapter 132 – Science and Technology, the technology committee will work with the curriculum coordinator to create specific recommendations for ways that technology can be leveraged to achieve those goals.

² Accessible at: <http://www.iste.org/standards/standards-for-students/nets-student-standards-2007>

3.1 Goals Roadmap 2014-2015

By the end of Summer 2014:

- A1: Develop a proposal for the adoption of Alert technologies Powerschool extension
- A2: Plan technology training seminar on communication options for staff and community
- A3: Implement better information sharing amongst members of the committee via Google docs, Dropbox, icloud, etc.

By the end of Fall 2014:

- A4: Outline a consistent website template for all schools in the Union
- A5: Begin brainstorming technology specific curriculum ideas
- A6: Have technology plan adopted by SU93 board

By the end of Winter 2015:

- A7: Continue and improve professional development sessions for faculty
- A8: Explore technology based extracurricular activities and/or non-standard subjects such as programming or web design.
- A9: Outline a plan for paper reduction via cloud computing.

By the end of Spring 2015:

- A10: Continue to reduce inter-school physical mail through online calendaring and collaboration
- A11: Have all students grades 3-5 typing at 20 wpm or greater, 35 wpm for grades 6-8
- A12: evaluate Powerschool options for special education paperwork

3.2. Goals Roadmap 2015-2016

By the end of Summer 2015:

- B1: Implement a redundant Powerschool server to better avoid service interruptions
- B2: Implement Alert Technologies Powerschool extension
- B3: Begin low-cost laptop pilot program with Google Chromebooks

By the end of Fall 2015:

- B4: Integrate 'coding' and computer science as a part of technology education
- B5: Expand options for digital video productions

By the end of Winter 2016:

- B6: Implement Powerschool special education extensions to increase efficiency and decrease paper usage

By the end of Spring 2016:

- B7: Develop a clear set of technology education requirements for each grade level
- B8: Implement a formal student technology team at each school to learn technical support, server maintenance, network engineering, and other subjects
- B9: Have 25% of classrooms using or experimenting with interactive whiteboards and/or touchtables

3.3. Goals Roadmap 2016-2017

By the end of Summer 2016:

- C1: Continue to develop ideas to reduce printing and overall paper use
- C2: Integrate technology into student's education as early as possible

By the end of Fall 2016:

- C3: Explore options for student blogs, web pages, and other created online projects.
- C4: Have at least one 3D Printer in each school

By the end of Winter 2017:

- C5: Find and make available student options for education in computer programming, CADD, photo editing or graphic design, robotics, and other "advanced" subjects that students have expressed interest in

By the end of Spring 2017:

- C6: Submit updated three-year technology plan

4. Necessary Technology

School Union #93 currently owns or has at its disposal many of the resources necessary to effectively use technology:

- Teacher Mac laptops (Macbook airs, MacBooks, and MacBook Pros)
- Student Mac laptops (iBooks, Macbook airs, and ipads)
- MLTI Program Devices (iPads, Macbook airs, and HP Probooks)
- Classroom/library Mac computers (iMacs)
- Network servers (Mac Pros, Xserves, Mac Mini, and Windows Servers)
- PowerSchool Premier SIS & PowerTeacher
- Microsoft Office, Apple iWork, & Apple iLife software suites
 - To also include free technologies such as Google Docs
- High-speed broadband (fiber) Internet access at all schools.
- Secure wireless network access at all schools for mobile computing
- Network/shared printing capabilities
- File sharing, email hosting, and web hosting services
- LCD projectors
- Digital imaging devices (digital cameras, scanners, etc.)

The following additional technology resources will be necessary to completely implement this three-year technology plan:

- Type To Learn 4 keyboarding software
- 3D printers
- Google Chromebooks
- Digital Video Cameras
- Video Editing Software
- Powerschool PowerAlert License
- Powerschool SPED software extension license TBD

5. Collaboration with Adult Literacy Service Providers

We are a Pre-Kindergarten through Grade 8 school district. Adult literacy programs are provided at area secondary schools.

6. Strategies for Improving Academic Achievement and Teacher Effectiveness

The technology committee and others will strive to provide pointed, timely, and well informed leadership at each of our five schools at the classroom and administrative levels. Furthermore, we will always seek to provide adequate support and “always-there” access to learning technology for students, staff, and administrators.

Each individual school will leverage an on-site technology coordinator/integrator to provide classroom support and better integration with Union technology goals. Tech’s will also serve as the primary assessment interface between the technology committee and faculty for planning and implementing student technologies.

School Union 93 will also participate in the MLTI program for grades 7-8 and will pursue all options that will provide for 1-to-1 access for students K-6. At a minimum, within budgetary constraints, we will retain MLTI devices from the previous cycle for deployment in the K-6 grades. Beyond that, the technology committee will develop proposals for low cost 1-to-1 deployment options.

7. Integration of Technology with Curricula, Instruction, and Assessment

Union Standardization

- With school principals and the CIA committee, we will develop a comprehensive set of goals covering technology portion of each student's education for each grade level.
- Toward the aim of securing those goals, we will also develop and provide professional development to support technology use.

Professional Development Goals

- Teachers and administrators will themselves be evaluated in an attempt to discover each staff member's knowledge level. We will craft professional development based on that evaluation in order to achieve a minimum level of technological expertise and comfort.
- Educators may choose to include a personally tailored technology goal as a part of their overall educational goals.
- Provide on-going technology-related professional development for all staff members to increase technological competency, proficiency, and the integration of technology as best educational practice.
- Endeavor to provide faculty with the training and tools that they deem necessary to maximize their classrooms.

Technology Resource and Infrastructure Development

- Continue to use the MLTI program to maintain 1 to 1 device coverage.
- Seek additional resources and options to expand 1 to 1 device access for as many students as possible.
- Develop a Union-wide technology audit for each year.

Technology Coordinator Integration

- Technology coordinators will develop innovative uses of MLTI technologies that inspire and promote integration throughout their school community.
- Technology coordinators will provide technology training to support faculty and enhance their levels of technology use

8.1 Technology Type and Costs, & Coordination with Funding Resources

Goal	Equipment & Personnel ³	Estimated Cost	Funding Source(s)
A1	UTC, Sped Faculty	\$0.00	n/a
A2	Technology Committee, UCC	\$0.00	n/a
A3	Technology Committee	\$0.00	n/a
A4	UTC	\$0.00	n/a
A5	Technology Committee, Faculty	\$0.00	n/a
A6	UTC	\$0.00	n/a
A7	UTC	\$0.00	n/a
A8	UCC	\$0.00	n/a
A9	UTC	\$0.00	n/a
A10	School principals and secretaries	\$0.00	n/a
A11	School Technology Coordinators	TBD	local funds, school budgets
A12	Sped faculty, UTC	\$0.00	n/a

³ UTC=Union Technology Coordinator, UCC=Union Curriculum Committee

8.2 Technology Type and Costs, & Coordination with Funding Resources

Goal	Equipment & Personnel	Estimated Cost	Funding Source(s)
B1	UTC Windows Network Server	\$1500.00	local funds, union technology budget
B2	UTC, Software license	\$1,000.00	local funds, union technology budget
B3	UTC, Faculty	\$249.00/unit	local funds, grants, school budgets
B4	School technology coordinators, faculty, Training materials	TBD	school budgets, grants
B5	School technology coordinators, faculty, Digital Video Cameras, processing software	\$150.00/ unit Software TBD	school budgets
B6	UTC, Software license	\$1,000.00	local funds, school budgets
B7	UCC, Faculty, Technology Committee	\$0.00	n/a
B8	School technology coordinators, school principals, faculty	\$0.00	n/a
B9	School technology coordinators, faculty	TBD	local funds, grants, school budgets

8.3 Technology Type and Costs, & Coordination with Funding Resources

Goal	Equipment & Personnel	Estimated Cost	Funding Source(s)
C1	Technology Committee, School Principals, School Secretaries	\$0.00	n/a
C2	UCC, Faculty	TBD	Local funds, school budgets
C3	School technology coordinators	TDB	local funds, school budgets
C4	Technology committee, school technology coordinators	\$1,000/unit	local funds, school budgets, grants
C5	School technology coordinators, faculty	TBD	local funds, school budgets
C6	Tech committee	\$0.00	n/a

School Union 93 is comprised of five different diverse communities that support our five separate primary/middle-grade schools, each governed by a publicly elected school committee/board. While overseen by a joint Union-wide committee, individual schools are governed by their own board and reflect the values of the communities they serve. While our ultimate goal is to coordinate our technology initiatives throughout the Union, for most of the aforementioned goals each school must seek the appropriate funding from its own school board. We will work together whenever possible to coordinate and even share the costs and seek grants that will assist the Union as a whole.

9. Supporting Resources

School Union 93 uses the PowerSchool Premier SIS (Student Information System) for managing student information including demographics, medical information, family information, test scores, special education status/notes, assignment grades, final grades, state-required information, and more. Everyone in the Union has access to the database with varying levels of access. Central Office staff members have full-access to all records, school secretaries and principals have access to all records pertaining to their schools, teachers have access to the grades and demographics information pertaining to their classes, and parents/guardians have access to his/her/their child's record. The database is locked to the general public. All digital records in PowerSchool are stored in the master Union server, located in the Central Office. It is highly secured, using advanced backup/data recovery and fireproof/waterproof data storage technologies.

As of Fall 2014, all teachers will be using PowerTeacher Gradebook 2.0 to record student grades on an individual assignment basis. With the ability to apply multiple academic standards to a single assignment that ties in seamlessly with the Union's adopted standards, tracking student progress will not only be more comprehensive but also more accurate. At term's end, teachers will have an averaged overview of student grades, decreasing time spent in finalizing report cards.

We also use the AIMSweb, a complete web-based solution for universal screening, progress monitoring, and data management for Grades K-12. We use AIMSweb to evaluate and track individual student performance. In addition, we will identify the areas in the Maine Learning Results that require the most improvement for each school and leverage technology to focus on those areas.

Testing is conducted every year. All testing is conducted using a computer test application that adjusts the difficulty of the questions depending on the student's responses as the student takes the test. At the heart of AIMSweb are Curriculum-Based Measures (CBM) of reading and math performance for grades K-12. Assessments include Early Literacy, Reading, Early Numeracy, Mathematics, Spelling and Writing. They're compatible with any curriculum or set of standards—including Common Core State Standards—and have the predictive power to report the likely outcome of our state tests.

AIMSweb generates real-time reports at the student, class, grade, district, and state levels that provide actionable data to help schools determine RTI. AIMSweb also provides a full range of support, training, and professional development services.

In addition to PowerSchool and AIMSweb testing, we also administer the Naglieri Nonverbal Ability Test (NNAT-2) to assess gifted and talented children.

Furthermore, we will continue to use a variety of supporting resources to support the effective use of technology in our schools:

- Maine Learning Technology Initiative (MLTI)
- Maine Schools and Libraries Network (MSLN)
- Association of Computer Technology Educators of Maine (ACTEM)
- School Union #93's Technology Committee
- Maine Learning Results

10. Steps to Increase Accessibility

Schools within the Union supplement educational technology funding through the local budgetary process, grants, and other resources to increase the available technology tools for all school community members. One step to increase accessibility is to provide students with the ability to work seamlessly between school and home with a 1-to-1 laptop program for students Grades 7 and 8. We utilize school-based and teacher/classroom websites, Noteshare, and various Apple and Microsoft software titles.

Schools in Union 93 continue to work towards 1-to-1 access for all students by purchasing old MLTI computers and iPads. Further progress in this area may spur a search beyond school budgets for solutions.

All of the funds at our disposal are necessary to reach our goals:

- Providing timely in-classroom support of teachers and students
- Increasing the coverage of school technology coordinators such that they can expand their roles beyond troubleshooters and into educators/facilitators.
- Developing community education options for parents.
- Education of teachers into the full range of options available for integrating technology (particularly MLTI devices) into the classroom learning fabric.

11. Promotion of Various Curricula and Teaching Strategies that Integrate Tech

The technology coordinators/integrators, with support from the Technology Committee, will serve as a resource to teachers in developing strategies for integrating technology into curricula and learning. The Union website will provide school community members with electronic access to the Union #93 curriculum. We plan to develop, implement, and promote a process by which teachers and staff members can submit/share technology-based activities, lessons, and units electronically through classroom, school, and Union websites.

In addition, there are a number of ways that we already promote curriculum innovation and teaching practices that integrate technology:

- School technology coordinators and library media personnel work to integrate technology into the classroom.
 - We would like to expand the role of technology coordinators in this integration.
- Google apps are used Union-wide, promoting greater intra and inter-school information sharing.
- School and teacher websites provide a window into the classroom and day-to-day activities of the schools and school union.
- The Powerschool portal facilitates better communication between parents and teachers regarding standards.
- Teachers incorporate various kinds of technology in their classrooms from digital media players to 3D printers to MLTI devices.
- Teachers have access to Rubicon International's Atlas curriculum mapping service. A web-based collaboration tool for curriculum development.

We would like to develop plans to improve in the following ways:

- Implement a greater number of professional development workshops for teachers
- Promote better integration between town libraries and schools.
- Provide technology coordinators with the opportunity to model effective technology use and stay current with new technologies.

12. Professional Development

We will provide ongoing, sustained professional development opportunities through targeted local professional seminars and workshops and by taking advantage of available regional opportunities through MLTI, ACTEM, etc. The Technology Committee will work with the Union's CIA and A-Teams in the identification and promotion of available opportunities for local staff development. A review of teacher competency surveys will aid us in prioritizing needs and identifying teachers with expertise to share.

In addition, teachers have access to online collaboration through the Atlas curriculum mapping service. Atlas is designed to electronically encompass the entire process of curriculum enhancement in support of faculty, administrators and greater school community and is always customized to reflect a school's pedagogy, academic standards and unique curricular needs. More than just an online curriculum repository, Atlas changes the paradigm of curriculum work from a cycle of documentation to a managed process for focused collaborative review and advancement.

13. Innovative Delivery Strategies

Currently, our schools are participating in 1-to-1 laptop programs for a large portion of our student body, making technology available throughout the school day in most classes for most students. SMART Boards, LCD projectors, and Internet resource sites offer students interactive learning experiences within the classroom. The Technology Committee and technology personnel will work with teachers to identify and share information about additional resources and opportunities as they become available.

Using technology, we also employ VTS (visual thinking strategies). Visual Thinking Strategies (VTS) is a method initiated by teacher-facilitated discussions of art images and documented to have a cascading positive effect on both teachers and students. It is perhaps the simplest way in which teachers and schools can provide students with key behaviors sought by Common Core Standards: thinking skills that become habitual and transfer from lesson to lesson, oral and written language literacy, visual literacy, and collaborative interactions among peers.

Other technologies begin used are:

- Internet instruction technologies (e.g. Kahn Academy)
- Interactive Whiteboards
- Video Chat
- Digital probes
- Robotics
- 3D Printers
- Digital Audio and Video recording and production
- PowerPoint and Keynote presentation tools
- Weather Monitors
- Alternative Energy projects
- iPads
- Educational Games

14. Accountability Measures

The following accountability measures will be used as a means of measuring the success of the plan:

- The Technology Committee will regularly review the use, status, and accessibility of technology in the Union.
- The Technology Committee will meet regularly to review progress towards the goals as outlined in our Goals Roadmap.
- The Technology Committee and CIA Team will include training in technology as a key component for teachers, educational technicians, administrators, and other school staff.
- The CIA Team will use the proposed, revised Maine Learning Results and the International Society for Technology in Education (ISTE) standards to integrate technology into the Union-wide, board-approved curriculum.
- Student performance data on local assessments, AIMSweb, and NNAT-2 tests will be gathered and analyzed. Information regarding technology used will also be gathered and analyzed. Recommendations for professional development, budget expenditures, and program implementation will be based on the data collected.